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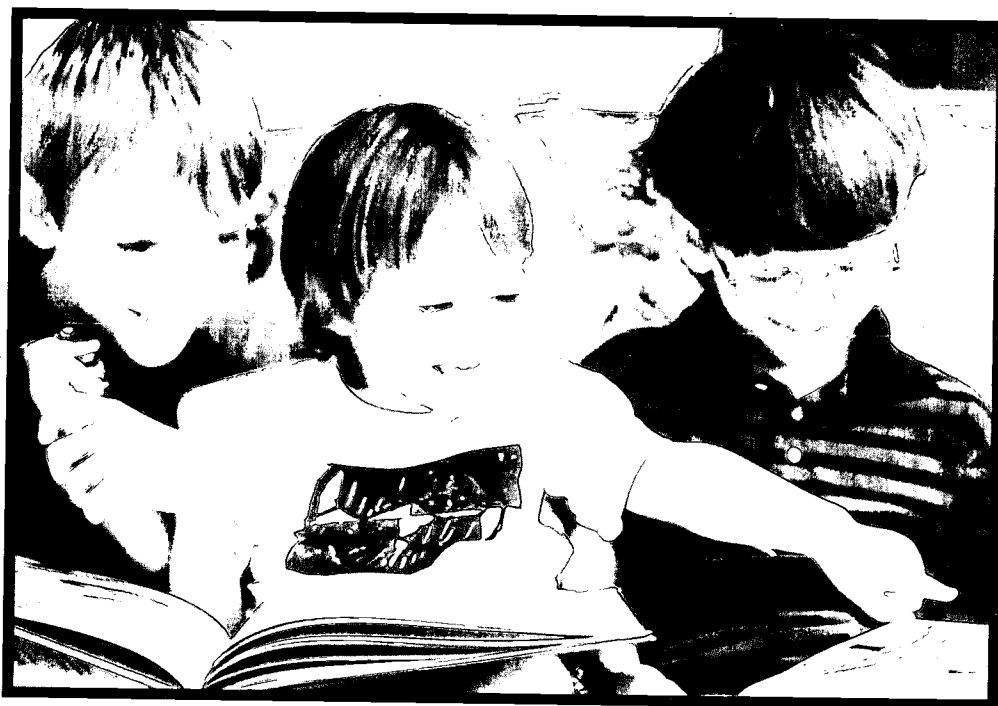
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ABSTRACT

Expanding upon ideas presented in the report, "Start Early, Finish Strong: How to Help Every Child Become a Reader," this collection highlights projects, proposals, and programs that help all children become good readers. Chapter 1 describes 18 federal initiatives and programs; and chapter 2 presents excerpts from 16 State of the State addresses given by governors in 1999, summarizes recently enacted state reading improvement laws, and describes statewide efforts in 13 states that tackle the challenge of illiteracy. Chapter 3 describes literacy projects in 14 communities across the country; and chapter 4 describes 19 literacy efforts in the private sector, with special sections on efforts in the sports and newspaper industries. Section 5 describes 24 nonprofit organizations that provide such services as tutoring children, organizing book drives, or helping teachers instill the love of reading in children. (Contains contact information for each program and an index. (RS)

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Ideas at Work



How to Help Every Child Become a Reader

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America Reads Challenge

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Ideas at Work

*How to Help Every Child
Become a Reader*

**U.S. Department of Education
America Reads Challenge**

U.S. Department of Education

Richard W. Riley
Secretary

America Reads Challenge

Carol H. Rasco
Director

July 1999

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NOTICE:

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INTRODUCTION

Ideas at Work

How to help every child become a reader

In 1999, we are witnessing a time of unparalleled activity to get more children on the road to reading. An unprecedented pro-literacy movement, focused on children under age 9, is sweeping through thousands of communities across the nation. A common strategy has emerged for reading success: we must start early by preparing young children to read, and we must finish strong by providing excellent instruction and community support in the primary grades.

Recent Momentum

Under Secretary Richard W. Riley, the Clinton-Gore administration has made child literacy a top education priority in recent years. In 1998, The National Research Council produced *Preventing Reading Difficulties in Young Children*, a blueprint for action to create a nation of readers.

Congress passed the Reading Excellence Act, the boldest child literacy law of the past thirty years, which awards its first grants in 1999. Governors and legislatures in the majority of states are taking decisive action to combat illiteracy, with more than 20 states passing new laws in recent years. Many mayors of cities with stubborn illiteracy rates are tackling the challenge head-on, as are leaders in smaller communities.

Newspapers, businesses, libraries, sports teams, community service groups, employees, college students, and volunteers of all ages are stepping forward to tutor children, work with parents, provide books, and support schools. This crusade is reshaping our view of the reading challenge. No longer can we simply point fingers at schools for failing to teach children to read. Every parent, caregiver, teacher, and citizen has a role to play to spark dramatic improvement in reading.

Key Players

What can be done to prepare more children for reading success? First, families can maximize the benefits of parent-child communication from birth. Second, caregivers and preschool teachers can be trained and given resources to stimulate emergent lit-

eracy. Third, children deserve well-trained teachers who understand reading development, who can pinpoint problems, and who can address them effectively.

In addition, entire communities can rally around their children for literacy success. This means more partnerships between schools and communities. It means greater engagement of private enterprise, colleges, universities, and cultural groups. It means more volunteers and more opportunities for legions of mentors and tutors.

By expanding our view of who contributes to students' reading success, we are increasing opportunities for millions of Americans to endow our children with this life-long skill. If we succeed in engaging this untapped pool of adults, the results will revolutionize education in this country.

Ideas at Work

This collection highlights examples of activities to help all children become good readers. It expands upon ideas presented in the 1999 U.S. Department of Education report *Start Early, Finish Strong: How to Help Every Child Become a Reader*. These projects, proposals, and programs are but a fraction of the good work being done from coast to coast, and are offered here to provide inspiration and to show the diversity of opportunities to take action.

Many of these programs have joined the President's Coalition for America Reads, which is open to any organization that acts to help a child become a good reader. We encourage you to contact these and other programs to ask questions, to share ideas and resources, and to strengthen the network of support for our children. The momentum is with us for a breakthrough in student reading achievement. We can win the war on illiteracy, if every American does what he or she can to help a child.

Carol H. Rasco

Carol H. Rasco

Director

America Reads Challenge

U.S. Department of Education

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CHAPTER 1

National Leadership

President Clinton's 1996 call for a national crusade to ensure that all children can read has engaged numerous individuals and organizations. It also launched and strengthened federal initiatives and programs to prepare young children to learn to read and to raise student reading achievement. The following are examples of such initiatives.

America Reads Challenge

The U.S. Department of Education's America Reads Challenge calls on every American to do what he or she can to help a child become a successful reader. America Reads encourages parents and caregivers to read and talk daily to children from infancy. For teachers, America Reads advocates research-based college training and high-quality professional development. America Reads also encourages community efforts to recruit and train reading tutors to supplement classroom reading instruction.

America Reads promotes local literacy partnerships between parents, schools, libraries, child care centers, universities, businesses, and nonprofit groups. It also disseminates reading research and recommends further study. Since its launch in January 1997, nearly 300 organizations, from libraries and religious groups to schools and businesses, have stepped forward to join The President's Coalition for America Reads.

America Reads unites schools, libraries, and youth and community groups to sponsor summer and after-school reading programs across the country. In 1999, nearly 2 million Read*Write*Now! Activity Posters have been distributed, in English and Spanish, to enlist parents, grandparents, schools, and communities to keep children reading during the summer. The Read*Write*Now! Tip Sheet, in English and Spanish, offers ideas for starting a community reading program.

Through the Federal Work-Study program, the government pays 100 percent of the wages of students who earn financial aid as reading mentors or tutors to preschool and elementary school children. More than 22,000 college students at 1,100 colleges and universities earned work-study aid by serving as reading tutors in the 1997-98 academic year. Many more participated in the 1998-99 academic year.

By 2000, almost all of the 3,300 colleges, universities, and trade schools receiving federal work-study funds are expected to have a reading tutor program. Schools and

community groups can contact their local college or university financial aid office to ask about placements for work-study tutors.

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America Reads/New York University

New York University (NYU) was one of the first universities to join the America Reads work-study program when it began in 1997. Under the leadership of its president, L. Jay Oliva, NYU now has the largest America Reads work-study program in the nation. More than 700 work-study tutors serve in 61 New York City public elementary schools, reaching thousands of schoolchildren through 6,500 hours of service per week.

NYU America Reads tutors also work in the district's summer school programs and as camp counselors in the "Break Away Camps" sponsored by the chancellor of the New York City schools. The counselors tutor in reading as part of their duties.

One NYU tutor, Pablo, taught a first grader named Yesenia, who had problems with basic letter sounds, to read in English. "Now that Yesenia can read beginner books all the way through, she won't stop demanding that I teach her to read in Spanish," wrote Pablo. "She wants to be the first person in her class to be able to read in two languages! Last year, for my work-study job, I handed out ping-pong balls at an NYU game room. America Reads is a work-study job that is a lot more challenging and more rewarding."

In the fall of 1999, NYU will launch the America Counts program, assigning work-study tutors to help children struggling with math.

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America Reads Tutor Training

The U.S. Department of Education, the Corporation for National Service, and the Regional Educational Laboratories provide training to community literacy leaders and federal work-study tutors.

In 1998, the U.S. Department of Education awarded \$3 million to communities in 40 states for ongoing training of 10,000 reading tutors. The \$50,000 grants support partnerships that offer high-quality tutor training to community volunteers, such as senior citizens and employees, and to college students who may volunteer or earn financial aid by serving as reading tutors. Most local partnerships consist of a university, a school, and a community group.

A 1999 report, *So That Every Child Can Read... America Reads Community Partnerships*, was created to share the best practices of these projects. It is available online at no charge through the Northwest Regional Educational Laboratory.

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The Compact for Reading: Parents as Partners

The Compact for Reading is a guide on how to develop a compact, or written agreement, among families, teachers, principals, and students. The compact describes how all partners can help improve the reading skills of children from kindergarten through third grade, including those with disabilities and with limited English proficiency. Tutors and other community members can also be partners in a Compact for Reading.

Research shows that schools with properly implemented compacts raise student achievement higher than similar schools without compacts. Principals reported greater family involvement in homework and more parents reading with children at home. Schools with the greatest need for reading progress seem to benefit the most.

The Compact Guide comes with a School-Home Links Kit to help implement local Compacts. Developed by teachers for the U.S. Department of Education, the kit provides 100 reading activities for each grade from kindergarten through third. Three to four times a week, a teacher can provide these easy-to-use activities to families to expand student learning at home and encourage family involvement in reading activities.

The Compact for Reading is published in cooperation with *The Los Angeles Times*

Reading by 9 campaign and available on-line from the U.S. Department of Education.

Contact: *U.S. Department of Education*

(800) USA-LEARN

www.ed.gov/pubs/CompactforReading

The Comprehensive School Reform Demonstration Program

The Comprehensive School Reform Demonstration Program (CSRD), launched by the U.S. Department of Education in 1998, will help raise student achievement by assisting public schools across the country in implementing effective, comprehensive school reforms. Through CSRD, approximately 2,500 schools will receive competitive grants from their states to adopt comprehensive reforms that help students reach high standards in reading, math, and other areas of identified need. The legislation requires each participating school to receive at least \$50,000 of CSRD assistance annually.

These reforms must be based on reliable research and effective practices. They address virtually all aspects of a school's operations, including curriculum and instruction, student assessment, teacher professional development, parent involvement, and school management. Successful reforms also take advantage of high-quality assistance from outside partners experienced in schoolwide reform.

Contact: *Comprehensive School Reform Demonstration Program*

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compreform@ed.gov

www.ed.gov/offices/OESE/compreform

The Corporation for National Service

The Corporation for National Service is a major partner with America Reads. AmeriCorps members operate America Reads tutoring programs and recruit and train volunteers nationwide. In just five years, AmeriCorps members have taught, tutored, and mentored more than 2.2 million children.

In addition to AmeriCorps, thousands of Americans participate in reading improvement programs through AmeriCorps*VISTA, Senior Corps, Foster Grandparents, Seniors in Schools, Retired and Senior Volunteer Program, and Learn and Serve America. AmeriCorps members also organize 45,000 community volunteers in elementary school reading programs.

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Even Start

Even Start is a federally funded family literacy program. It helps break the cycle of poverty and illiteracy by improving educational opportunities for the nation's low-income families with young children. Since its modest beginnings in 1989, Even Start grew to more than 730 projects by 1998.

Approximately 40,000 families participate in Even Start projects across the nation. More than 90 percent have incomes substantially below the poverty level, and 85 percent of the parents have neither a high school diploma nor a GED. Even Start families represent a wide spectrum of racial and ethnic backgrounds.

Even Start views literacy as a legacy to be passed down through a family. The project has three interrelated goals. First, through parenting education, it helps parents become full partners in the education of their children. Second, through early childhood education, it assists children in reaching their full potential as learners. Third, through adult basic education, it provides literacy training for parents. Each component builds upon the other, creating a composite that is more powerful and enduring than any single piece.

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Head Start

Head Start, a federally funded grant program, was launched in 1965. Through age-appropriate activities, the program has helped more than 15 million young children develop the social competence that fosters language and literacy skills, such as listening, speaking, reading, and writing. In 1998, 830,000 children ages 3 to 5 and their families were served in all 50 states. Ninety percent of Head Start lead teachers have a Child Development Associate credential, a degree in early childhood education, or a state certificate to teach.

A major priority for Head Start is to involve parents in the education of their children. More than 800,000 parents volunteer annually, and about 30 percent of Head Start staff are parents of either current or former students of children enrolled in the program.

Head Start also promotes family literacy. It seeks to:

- Develop the skills of parents in providing language-rich opportunities to children.
- Increase families' access to materials and activities that develop literacy.

- Support parents in their role as a child's first teacher.
- Assist parents in addressing their own literacy needs.

The Early Head Start program, for low-income families with infants and toddlers, aims to enhance children's development in all areas, including language and literacy. In 1998, more than 200 Early Head Start centers served 39,000 youngsters in 50 states, the District of Columbia, and Puerto Rico. In 1999, more than 100 new centers will serve 4,000 additional children. The Clinton-Gore administration has proposed doubling in five years the number of babies and toddlers reached by Early Head Start.

Contact: *Head Start*

U.S. Department of Health and Human Services

www.acf.dhhs.gov/programs/opa/facts/headst.htm

National Head Start Association

(703) 739-0875

www.nhsa.org

National Institute for Literacy

The National Institute for Literacy (NIFL) serves as a resource for the entire literacy community. A joint project of the U.S. Departments of Education, Labor, and Health and Human Services, NIFL focuses primarily on adult and family literacy. In 1998, NIFL received a \$5 million grant from the Reading Excellence Program to disseminate literacy information.

LINCS, the Institute's technology initiative, is a cooperative electronic network of major literacy resources and organizations. LINCS is America's only national information retrieval and communication system for adult literacy.

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Fax: (202) 233-2050

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The National Reading Summit

Education Secretary Riley convened the first National Reading Summit in September 1998. The summit brought together policymakers and education leaders from 50 states and territories to disseminate the findings of the National Research Council's report—*Preventing Reading Difficulties in Young Children*. Riley also challenged each

state to do more to improve child literacy.

States are now able to share best practices and model programs with each other and compare policies regarding teacher preparation and certification, standards for professional development, spending on early childhood and literacy, and other cutting edge issues.

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www.ed.gov/inits/readingsummit

Partnership for Family Involvement in Education

Education Secretary Riley launched The Partnership for Family Involvement in Education (PFIE) in 1994 to bring together employers, educators, families, religious groups, and community organizations to improve schools and raise student achievement.

More than 5,000 organizations from every state in the country are currently members of the partnership. Employers include Hewlett-Packard, Mattell, Walt Disney, TEXACO, HBO, IBM, NBC, MTV, Scholastic, Bristol-Meyers Squibb, Eastman Kodak, and AT&T. Community groups include Boys and Girls Clubs, the Children's Defense Fund, YMCAs, PTAs, and Girls Scouts of the USA. Religious group members represent a variety of faiths. Many different kinds of schools are members.

The partnership has several important roles. First, it strengthens family-school partnerships through good communication and mutual responsibility for children's learning. Second, it encourages adoption of family- and student-friendly business practices. Third, it provides before- and after-school learning activities for children. Fourth, it makes effective use of facilities, schools, community buildings, and churches for children and families. And fifth, PFIE gives parents the resources, training, and information they need to help children learn, and gives teachers and principals the tools they need to engage families.

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PBS: Ready To Learn

Ready To Learn Television is a large network of public television stations. Supported by the U.S. Department of Education, the Ready To Learn program funds hands-on workshops to train child care workers, families, and teachers to connect PBS children's television programming with language, literacy, reading, and other learning activities.

The number of participating stations grew from 48 in 1995 to 122 at the end of 1998. This gives Ready To Learn the potential to reach 90 percent of the nation. To date, Ready To Learn training has reached more than 120,000 parents and more than 97,000 early childhood teachers and other professionals.

Ready To Learn stations collaborate with local partners, such as Head Start, Even Start, the PTA, libraries, and museums. In addition, the project publishes a quarterly magazine in English and Spanish and distributes books to children.

Contact: *Jean Chase*

PBS

Ready To Learn Program

1320 Braddock Place

Alexandria, VA 22314

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www.pbs.org/kids/rtl

Prescription for Reading Partnership

Championed by First Lady Hillary Rodham Clinton, Prescription for Reading is a national partnership led by Reach Out and Read, Born to Read (of The American Library Association), Scholastic, and First Book. Launched in 1997, the program challenges booksellers, publishers, libraries, hospitals, pediatricians, health centers, and others to work together to ensure that infants and toddlers who visit doctors have access to books and are read to regularly.

Among the partnership's accomplishments are:

- An increase from 150,00 to 750,00 children served by Reach Out and Read.
- An increase from 500 to 4,500 doctors and nurses trained to "prescribe" reading.
- Contributions made by Scholastic and First Book of more than 235,000 books.
- Distribution of more than one million books by participating doctors.

In support of this program, Mrs. Clinton has launched Reach Out and Read programs in Baltimore, Chicago, Washington, DC, and New York City.

Contact: *Nicole Rabner*

Prescription for Reading

Office of the First Lady

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Reading Excellence

In 1998, President Clinton signed the Reading Excellence Act, the most significant child literacy law in three decades. The Reading Excellence Program awards grants to states to improve reading. The program is designed to:

- Provide children with the readiness skills and support they need to learn to read once they enter school.
- Teach every child to read by the end of the third grade.
- Use research-based methods to improve the instructional practices of teachers and others.
- Expand the number of high-quality family literacy programs.
- Provide early intervention for children with reading difficulties.

States compete for \$241 million in grants. Successful states hold competitions for local school districts. The first round of grants was awarded to 17 states in August 1999. Local grants will follow. Because low-income children experience reading failure at higher rates than other students, the funding is directed toward the state's poorest districts and schools.

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www.ed.gov/offices/OESE/REA/index.html

Teacher Quality Enhancement Grants

This new \$75 million federal program aims to boost student achievement in reading and other subjects through improvements in teacher quality. State Grants support comprehensive statewide reforms to improve teacher quality, including systemic change to state teacher licensure policies and practices. Partnership Grants bring about fundamental change and improvement in traditional teacher education programs. Teacher Recruitment Grants reduce shortages of qualified teachers in high-need school districts. All grants are competitive.

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www.ed.gov/offices/OPE/heatqp/

Title I Funding

Funds under Title I of the Elementary and Secondary Education Act provide \$8 billion in support for elementary and secondary education. The goal is to improve teaching and learning for students who live in low-income areas and who are at risk of failing to meet challenging state standards. Of more than 11 million children served by Title I, 37 percent are in first, second, or third grade, and most receive extra help in reading.

Title I funds also assist children of migrant workers and families with low literacy, as well as students with other educational barriers such as limited English, disabilities, delinquency, neglect, and homelessness. Title I aims to help all children reach high standards.

Local schools use more than 90 percent of Title I funds for instruction and instructional support, such as salaries for teachers and aides to help children improve in reading or mathematics. Funds also may be used for professional development, early childhood programs, family literacy, evaluation, and parental involvement efforts. Additional federal funding is available to some Title I schools under the Reading Excellence Act, targeting professional development and tutoring in reading, as well as assistance with kindergarten transition and family literacy.

Contact: *U.S. Department of Education*

Office of Compensatory Education

(800) USA-LEARN

www.ed.gov/OESE/CEP/programs.html

21st Century Community Learning Centers

The 21st Century Community Learning Centers are a key component of the Clinton-Gore administration's effort to keep children safe and help them learn after school. With the strong support of the Charles Stewart Mott Foundation, approximately 250,000 children participate.

About \$200 million dollars supports 1,600 Community Learning Centers in more than 460 communities in 49 states. These funds help schools stay open longer and establish or expand after-school and summer programs for children. The centers provide academic enrichment, tutors, and support; artistic, sports, and cultural activities; opportunities for children to participate in service learning and community development projects; nutritional and health services; access to technology and telecommunications; and activities to promote parent involvement and lifelong learning.

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U.S. Department of Education

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21stCCLC@ed.gov

www.ed.gov/offices/OERI/21stCCLC/

U.S. Department of Labor Certification in Child Development

The U.S. Department of Labor's Bureau of Apprenticeship and Training (BAT) is taking a collaborative approach to credentialing child care providers. Through BAT's partnership with the state of West Virginia's apprenticeship program, candidates who take four semesters of college courses and get 4,000 hours of on-the-job training receive certification from the U.S. Department of Labor as a Child Development Specialist.

Hundreds of providers have graduated from the program, and many hundreds more are actively pursuing completion of the requirements. Florida, Minnesota, and Maine have followed suit, with Maine requiring six semesters of college courses.

The program draws on core teams of educators, health professionals, parents, and employers. The system creates a career ladder for child care providers who earn their salaries while in the program and receive incremental wage increases as their skills, abilities, and knowledge increase. Research shows that appropriate training can enhance a caregiver's ability to develop children's literacy and language skills.

Employers report almost no turnover among participating providers, and the providers report high satisfaction with their careers. Plans are under way to launch similar projects in 10 more states in 1999.

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CHAPTER 2

Action in the States

State leaders are making great strides to improve reading achievement. Most state literacy efforts aim to ensure children are reading at grade-level, to improve teacher performance, to provide high-quality early care and education, and to encourage parental involvement. Many are placing a premium on using the most practical and successful research-based ideas.

In 1999, many governors pledged to take strong action to improve reading achievement. Some governors used their State of the State addresses to promote their ideas for such improvement. This chapter includes examples of governors' proposals, in their own words. It also includes recently enacted state laws and statewide efforts to improve reading.

Excerpts on Reading 1999 State of the State Addresses

Alabama

Governor Don Siegelman

"We will continue teacher training with the Alabama Reading Initiative. Teachers will attend intensive seminars to learn how to identify children with reading problems and how to teach every child to read better. Since using the reading initiative, the Verner Elementary School in Tuscaloosa reports that 64 percent—nearly two-thirds—of their students are reading a full year above their grade-level. We will provide \$4 million for this program, and I pledge to take this program statewide during my term as governor."

Arizona

Governor Jane Dee Hull

"I propose an additional \$20 million over the next two years for kindergarten through third grade for reading improvement. I want to work with you to ensure we target these resources. I do not want them eaten up by the administrative bureaucracy. I want them used to provide smaller classes and instruction for students who need additional classroom help."

California

Governor Gray Davis

"I am, to be specific, proposing \$444 million in new spending for measures to improve the reading skills of our children, to enhance the quality of our teachers, and to institute tough standards of performance and accountability for each of our 8,000 schools. I call this program READ: Raising Expectations, Achievement, and Development. It represents a significant down payment on the future of our children.

"As you know, reading is the gateway skill for all California students. Unfortunately, our schools rank at or near the bottom of all states as measured by the results on the National Assessment for Educational Progress.

"To attack this intolerable problem, I will call on you to allocate \$186 million for reading improvement programs, including \$75 million specifically targeted for Intensive Reading Instruction Academies for pupils. I also will create a Reading Call to Action Campaign designed to get people interested in reading, as well as special programs for English language learners to help accelerate the teaching and mastery of English. In addition, we will publish and distribute preschool reading development guidelines, and we will provide funding for elementary schools to expand classroom libraries.

"My budget also will include funds for a Governor's Reading Awards Program which will provide competitive cash grants to the top 400 schools whose students read the most books designated in the California Reading Lists. This will help us ensure that every child in California public schools is a competent reader by the end of the third grade.

"For the first time, I will ask community colleges to create teaching and reading development partnerships with elementary and secondary schools. And I intend to train more paraprofessionals to become teachers and to waive credential fees for all new teachers."

Delaware

Governor Tom Carper

"In the spring of 2000, students in grades 3, 5, 8, and 10 will take challenging tests—called assessments—in reading, writing, and math. Students in grades 3 and 5 whose reading comprehension tests well below our standard must attend summer school and hone their reading skills. Students whose reading skills improve sufficiently will move on to the next grade. Those who do not will repeat the same grade with a curriculum that focuses on reading.

"Similar requirements apply to both reading and math in the eighth and tenth grades. The focus on these two subjects is critical because, beginning with the class of 2002—this year's freshmen—Delaware students must demonstrate that they have mastered our rigorous standards in order to receive a high school diploma. If they fail to meet Delaware standards in reading or math by the end of the twelfth grade, they may attend commencement exercises with the class of 2002. They may even receive a certificate of completion. But let me be clear: those students will not receive a diploma from the state of Delaware."

Idaho

Governor Dirk Kempthorne

"We must continue our focus on children as they reach school age. Reading is the most basic and most important skill for the education of our children and is my highest priority for our public schools. Therefore, I have identified the funds for a comprehensive reading program aimed at grades 1, 2, and 3 in the total amount of \$5.5 million.

"I want to acknowledge the tremendous effort of the Legislative Interim Committee on Reading and the work they have done. Their recommendations must be a part of what you and I, in collaboration with the State Board of Education and the Superintendent of Public Instruction, determine the final product will look like. But the funds are identified and that \$5.5 million is to be utilized, and we are to get on with this, so that all children by third grade will be reading at grade-level, and no one, I repeat, no one is left behind.

"...we all have to be working together. If you cannot read by third grade, how can you be successful in the rest of your career in school? You cannot. So this is a priority.

"I have acknowledged that teaching is a calling. To some, when you suggest a financial incentive, they would say, 'That's their job. That's what they are supposed to be doing.' I appreciate that. But I also believe in the principles of good competition and reward. So, I am recommending good financial incentives for those teachers and schools that become the models of successful reading programs. I will also recommend financial incentives for teachers who attain national certification."

Illinois

Governor George Ryan

"Third—reading. Back to basics. We are talking about literacy. The first step on any path to opportunity. My budget asks that we increase reading grants by \$10 million and early childhood and summer bridge programs by \$16 million. No child will be left behind. Our goal should be nothing less than an Illinois where, by the end of the third grade, every child can read at that level."

Indiana

Governor Frank O'Bannon

"Full-day kindergarten, reading by third grade, school security, and expanded school report cards and accountability—all necessary investments to ensure that the first generation of the new millennium is the best educated in Hoosier history.

"Now, elementary school will always pose special challenges for some students, even when they are well prepared. What happens to children who need extra help learning to read? Unfortunately, we know what happens to those who do not get help. Right now, nearly one-third of all third-graders cannot pass the ISTEP Plus reading test. That is an appalling statistic. And a poor reader at age 8 is more likely to drop out by 16. Tonight, I ask your support for a comprehensive, statewide reading assessment to find, and assist, those second-graders who need more help."

Maryland

Governor Parris Glendening

"...it is just common sense that the best way to ensure our children master the basics of reading and math is to increase the amount of individual attention they receive in these core subjects. And that is why we will reduce class size for reading in first and second grade and for math in seventh grade. Our formula for continuing to improve education is simple: more classrooms, plus additional, qualified, certified teachers, equals smaller class size. And smaller class size for early reading and math means a better education for every child.

"In order to make this journey successful, we must ensure the best possible beginning. Mastering the fundamentals of reading and math is critical to success in education."

Michigan

Governor John Engler

"...I propose, for all Michigan high school graduates who master reading, writing, math, and science, that we reward your achievement. Each of you will receive a Michigan Merit Award—a \$2,500 scholarship that can be used for further study at a Michigan school of your choice. It is important we reward students who play by the rules, study hard, achieve on their tests, and meet high standards. And we should inspire even more to raise their performance. You are Michigan's future, and we will invest in you.

"I have a message for students in those critical middle school years. Your studies are important, too. I further propose that all of you who pass your seventh- and eighth-grade MEAP tests in reading, writing, math, and science be awarded \$500. Then, when you successfully complete high school, your total Michigan Merit Award will be \$3,000. Every student is eligible to participate—every student—whether attending public school, private school, or home school.

"...being Michigan's number one budget priority does little good if our children still cannot read. That is why our reading readiness initiative will be expanded to include summer school. The launch of the READY (Read, Educate, and Develop Youth) program was successful. The goal this year is to make this reading readiness kit available statewide to parents of our young children. The goal of our strategy—for every child to be a good reader no later than the end of third grade. We cannot stress the importance of this enough. If you cannot read, you will not succeed. Yes, reading is fundamental.

"I am grateful to the many volunteers and mentors from all corners of Michigan who have answered the call to help our children read. Their efforts are fulfilling the dream of America's Promise, the volunteer campaign so ably led by General Colin Powell. So tonight, for putting volunteer power to work, helping our children in schools and communities, I salute our volunteers, our Michigan Community Service Commission, and its chair and my favorite appointee—First Lady Michelle Engler."

Oklahoma

Governor Frank Keating

"Let us, more importantly of all, this was a recommendation in our summit, stop social promotion. Cathy and I last year participated with a lot of parents in teaching reading to seniors in high school here in Oklahoma City—seniors who could not read beyond a fifth-grade level. There were 200 of them. How have we come to this point? We spend \$5,000 a year for every one of those students, times 12 years—\$60,000 we spend on this youngster who cannot read beyond a fifth-grade level. Stunted for life. It is going to be difficult for that individual or any of these individuals to find productive work. We have to address it."

Rhode Island

Governor Lincoln Almond

"Reading is the gateway to the whole world of knowledge. Reading sets the foundation for academic success. For access in the workplace. For success in all of our endeavors. Tonight, I ask that we focus our energies on the goal that all children be proficient in reading by the fourth grade. We can achieve this objective by working together.

"I will be pushing an aggressive set of initiatives to make this goal a reality. First, we must give teachers the tools they need to help our students meet required reading standards. Teachers must have knowledge of the best practices and approaches to help children learn to read. That is why I am calling for \$500,000 targeted to improve professional development in reading. I am also establishing a Teacher Preparation Task Force to help make recommendations on teacher training at the college level with a special emphasis on reading. I am proud to announce that Sally Dowling, who chairs the Board of Higher Education, will head up this task force. I look forward to the many positive results that will come from this effort. We must also enhance funding for reading specialists to assist local school districts with reading programs.

"Additionally, I will be asking the Board of Regents to assure that the strategic improvement plans now required of all school districts include specific plans to strengthen reading skills. The City of Pawtucket has a reading program that has been developed by the school department and the teachers. At the Baldwin School, teachers are training teachers to enhance the way children learn to read. They are focusing on the early grades, and they are also teaming up with parents. We are already seeing the positive results of their efforts. Test scores at Baldwin on reading and writing are up. That is proof positive that creating a development plan for reading has a far-reaching impact upon student performance.

"One of the most rewarding aspects of my job is having the opportunity to visit schools and read to our children. It is fun, and it is enjoyable. It also reminds me of the days when my children were young, and I would read to them. To all parents, let me just say that if you read to your children, they will excel in school. That is a proven fact. In the coming months, Marilyn and I will be promoting a public awareness campaign to encourage parents to inspire their children to become good readers."

South Carolina

Governor Jim Hodges

"Of all the goals I hope to realize during my term in office, nothing would give me greater personal satisfaction than to see our current kindergarten students complete the third grade as good readers. Reading skills form the foundation for all other learning. That foundation must be in place by the end of the early grades. That is why I am proposing a Governor's Institute of Reading. The Institute will bring to South Carolina the nation's leading reading experts, promote reading through grants to local schools,

provide the best professional development for reading teachers, and promote a world-class collaborative reading effort. We need to teach our children that the most valuable possession a kid can have is not a new pair of Nikes or a Game Boy—it is a library card.”

Utah

Governor Mike Leavitt

“...number one in that [improvement] continuum is reading. While many of our test scores are improving, reading scores in our fourth and fifth grades are declining. They are now below the national average. So we will embark on a program to reverse downward momentum, and we will put it in place early. Eighty percent of all children who have not attained the appropriate reading level by the end of the third grade never catch up. That is a sobering statistic considering that reading is the key to success in every area of learning, and reading failure is almost completely preventable. By the end of the 1999 school year, I propose that every first-, second-, and third-grader be tested. If students are not reading at grade-level, this state should provide them with an additional 30 days of school in summer classes no larger than seven students.

“I propose that every tenth-grade student, starting in the year 2001, be given a basic skills exam to test in the areas of reading, writing, math, and technology. Demonstration of these skills must become a prerequisite for receiving a high school diploma. Students who fail can take the exam again in the eleventh grade and again in the twelfth. But if their class graduates and they have not passed, they will not receive a diploma—only a certificate of completion. The door will always be open for a certificate holder to come back at any point to master the basic skills and trade up for a diploma. A diploma must be a meaningful guarantee of competence, not just a verification of attendance.

“In addition to supplementary instruction, I propose dramatic increases in the level of training we provide teachers who teach reading. I recommend age-appropriate materials be provided to assist children who lag behind. And I propose an aggressive campaign to give new parents information so they can help prepare their children for reading long before they start school... I also call upon our communities to join together in partnership. We need volunteers to go into our schools, take a child by the hand, and help him or her through this stage of critical learning. All will be worth the investment of time and money, because the cost of solving our education problems is minuscule compared to the cost of doing nothing.”

Virginia

Governor Jim Gilmore

"My budget provides an additional \$5.3 million to restore full funding for the Early Reading Initiative. The Early Reading Initiative assesses the literacy needs of children in kindergarten and the first grade and corrects reading problems immediately. This is a solid program that works."

Washington

Governor Gary Locke

"But the most important thing our schools need is us—citizens of our state. Teachers cannot do it all. They need our time, our support, and our consistent involvement. In the past six months, the Washington Reading Corps has begun to make good on the promise of greater parent and citizen involvement in schools all across our state. Today, over 9,000 volunteers have spent time helping 19,788 children master the skill of reading. But many more children who need this help are still not getting it. So I call on all parents and citizens to be more involved in our schools, to help our children learn to read, and to help our schools be the best in the nation.

"It is my passionate belief, as it was the belief of Governor Rogers 100 years ago, that a relentless focus on creating avid readers will do a 'vast and incalculable good' and that it will help to 'raise the character of the future men and women of this state to a higher plane.'"

Wisconsin

Governor Tommy Thompson

"We started talking about education tonight with our newborns, so let us end with our adults. Join me in helping low-income adults learn to read through a new \$4 million literacy initiative targeted at low-income families. In America's Education State, everyone should be able to read. Let us make it happen."

Recently Enacted State Laws

More than 20 states have enacted reading improvement laws since 1996. State timetables for results range from the 1998-99 school year through 2004. Many of these laws focus on early care and education, assessment and intervention, teacher quality, parental involvement, and extended learning time. The following section summarizes some examples of state legislative activity concerning reading for children in grades 3 and under.

Early Care and Education

To provide quality early childhood services, Colorado's Early Education and School Readiness Program funds initiatives to help achieve readiness goals for at-risk children. The funds support accreditation efforts of early childhood care centers and professional development for early childhood teachers and caregivers. Utah, too, is designing programs for child care centers to work with and train volunteers to create an environment that fosters reading. South Carolina's First Steps initiative will provide subsidies for child care that prepares children to enter school ready to learn.

Early Assessment and Intervention

To ensure that children are reading at grade-level and that schools intervene if they are not, Arizona, Colorado, Connecticut, Idaho, Indiana, Oklahoma, and Texas—to name a few—have enacted legislation to create assessment and intervention programs in the early grades. Ohio established a Fourth-Grade Guarantee to require that students read at grade-level before going on to middle school and high school.

Teacher Quality

To improve teacher performance, some states, including Mississippi, New Hampshire, Virginia, and Washington, have funded teacher development and credentialing programs. California's Commission on Teacher Credentialing is required to gauge the skills and abilities of all reading teachers in the primary grades. In June 1999, California launched professional development institutes to provide reading instruction training to 6,000 primary school teachers. Also new in 1999, South Carolina's Governor's Institute for Reading will offer research-based professional development to kindergarten through third-grade teachers.

Idaho recently required new teachers to pass an exam based on new literacy standards for certification. Idaho also requires kindergarten through eighth-grade teachers to complete three credits in state-approved reading instruction for re-certification every five years.

Parental Involvement

Arizona, Colorado, Oregon, and other states are encouraging parental involvement through programs that teach parents how to help their children in reading. The Texas Reading Initiative directs information and resources to parents, in addition to schools and communities.

Extended Learning Time

A 1999 California initiative offers four hours of instruction per day to children in kindergarten through fourth grade when school is not in session, including summer-time. Virginia's Literacy Passport requires students who fail literacy tests to receive after-school or summer school instruction. Washington and Ohio sponsor large tutoring programs that match thousands of trained volunteers with elementary school student who need extra help and encouragement.

Statewide Efforts

Many states are tackling the challenges of illiteracy in diverse and creative ways. Here are some examples of statewide programs across the nation.

Alabama

The Alabama Reading Initiative and Reading Alabama

The Alabama Reading Initiative aims to improve reading instruction and achieve 100 percent literacy among students. It targets reading achievement on three fronts: beginning reading, expanding reading power, and effective intervention.

The program began in the 1998-99 school year, with 600 teachers at Literacy Demonstration Sites, and will expand over a four-year period. Colleges of teacher education serve as trainers and mentors to the sites, providing advanced training to 100 teacher educators.

The school sites agreed to five criteria:

- A goal of 100 percent literacy
- A 10-day faculty training program
- Adjustments in reading instruction
- Modeling effective reading instruction for other schools
- Outside evaluation

The initiative received its first state funding—\$6 million—in 1999. The program also receives contributions from businesses, professional organizations, and govern-

ment. Participating schools are reporting increases in the number of books read and progress among struggling readers.

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Reading Alabama is a not-for-profit joint venture whose partners are the executive branch of the Alabama State Government, the Alabama state and local school systems, and private industry. One hundred eighty businesses and foundations have joined the effort, contributing \$5 million.

Reading Alabama raised matching funds to place Writing to Read, a computer-assisted program, in the majority of Alabama's school systems. State legislators purchased Writing to Read labs for schools in their districts. More than 3,000 teachers have been trained, and nearly 70,000 children have participated.

"Our students' test scores have clearly indicated that reading is our greatest weakness," asserts State Superintendent Ed Richardson. "Only about 23 percent of our students in grades 3 through 11 read above average. Writing to Read is an effective tool for helping us attack the problem at its root, in the earliest grade levels, and it's a great example of what can happen when all the stakeholders come together to solve a problem."

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California

California Reading Initiative and California Reads

The NAEP 1998 Reading Report Card found that 52 percent of California's fourth-graders have little or no mastery of the reading skills needed for grade-level work. The California Reading Initiative, launched in 1996, aims to improve the reading performance of California students in kindergarten through grade 12. The goals are for all students to learn to read at grade-level by the end of third grade and to read and understand grade-level materials through graduation.

The first several years focused primarily on improving the capability of teachers to provide a balanced and comprehensive reading program. More than 90 percent of California's kindergarten through third-grade teachers participated in professional development that focused on the elements of a comprehensive early reading program. Professional development offerings were expanded to teachers of grades 4 through eight. Training in reading instruction was also offered to primary school teachers who were new to a district, and to teachers who provide reading instruction in grades 4 through 12. School and district administrators were encouraged to participate in professional development activities alongside teachers.

Two benchmark documents published by the California Department of Education continue to form the basis for the initiative. Both documents, *Every Child a Reader*, the report of the Superintendent's Task Force on Reading, and *Teaching Reading*, the Reading Program Advisory, describe a rationale and a research base for a balanced and comprehensive approach to teaching early reading. This approach incorporates:

- A strong literature, language, and comprehension program with a balance of oral and written language
- An organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader
- An ongoing diagnosis that informs teaching, and an assessment that ensures accountability
- A powerful early intervention program that provides individual tutoring for children at risk of reading failure

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California Reads is a partnership between the California State Department of Education, the Eisenhower State Grant program, and the nonprofit group Books and Beyond. California Reads calls upon tutors, volunteers, and families to support schools and help every child read well and independently by the end of third grade. *Building*

the Bridge: California Reads provides a model to help schools develop individual action plans so that every child becomes a reader. It can be used as a schoolwide program, as a grade-level or individual classroom program, and in after-school programs, public libraries, and tutoring programs.

Using a home-school-community approach, with the school as its core, California Reads seeks to:

- Give teachers greater knowledge about current research on reading and writing.
- Establish links between teachers, parents, and community members.
- Provide parents with a better understanding of how children learn to read and write.
- Help parents reinforce classroom instruction in the home.
- Provide opportunities for tutors to work for 30 to 45 minutes a week to support student learning.

California Reads focuses on both year-round and summer programs and encourages schools to build community partnerships that support strong interaction between tutors and students.

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Connecticut

Summer Reading Challenge and Early Reading Success

Since 1996, the state of Connecticut has made reading improvement in the early grades a top priority, by developing a coordinated campaign to boost community involvement and committing state financial resources to reading. Connecticut fourth-graders had the highest scores in the nation on the 1998 NAEP reading assessment.

Governor John Rowland's 1998 summer reading program reported a membership of over 100,000 students. The 1999 Summer Reading Challenge is under way, with bookmarks, reading journals, posters, book lists, and other tools to boost participation. Students are encouraged to use the library, read every day, and talk about what they read with friends and family members.

Early Reading Success grants are made available to schools to fund local efforts to improve reading skills at the kindergarten through third-grade level. School Readiness grants are available to targeted school districts to promote the development of quality preschools and family resource centers. About \$2.5 million was invested for 1999. The rationale is simple: starting early can pay big dividends down the road.

The Connecticut Legislature also approved a law requiring each local school district to develop a three-year reading plan to improve the reading skills of students in the early grades.

As the governor said, "This renewed emphasis on reading is one of the most targeted investments we've made in our schools, and the future of our children, in more than a decade. By emphasizing reading we are acknowledging how important it is to concentrate on the fundamentals to make sure every child in Connecticut develops a solid foundation for lifelong learning. A child who can read well at an early age is a child who is prepared to succeed."

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Delaware

Delaware Reading Is Fundamental Initiative

Launched in 1998 by Delaware First Lady Martha S. Carper, the Delaware Reading Is Fundamental (RIF) Initiative aims to bring literacy services and free books to young children and their families. Supported by the state Department of Education, corporations, and foundations, the initiative serves every first-grader in public school and every preschool child enrolled in Head Start, Even Start, or the Parents as Teachers program. Over five years, this statewide, first-in-the-nation project will reach about 80,000 children.

The initiative serves first-graders through RIF's intensive Running Start program. Almost 100 percent of 9,000 first-graders met their reading goals as each child read (or had read to him or her) 30 books in 12 weeks. The preschool program provides reading readiness activities for the classroom and home, read-aloud modeling for parents and caregivers, and children's books to take home. More than 3,500 children received three new books in 1998.

A University of Maryland study of the project found an increase in the quality of first-grade classroom libraries, in students' motivation to read, in students' reading achievement, and in the quality and quantity of home literacy practices.

The second year was launched by Mrs. Carper with community reading rallies, reading recognition programs, public service announcements, and other motivational events.

The First Lady also led the spouses of the nation's governors in a national campaign for child literacy for one year.

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Maryland

Maryland Reading Network

During the 1996-97 school year, a committee of classroom teachers and reading supervisors joined representatives from institutions of higher education and created a network of professional educators from Maryland's school systems.

The purpose of the Maryland Reading Network is to improve understanding of how reading is learned and to provide models of effective reading programs. Each school system in Maryland selects three participants for its network team: a staff development specialist in reading from the central office level, a school-level administrator, and a reading resource or other teacher from the same elementary school.

Each team creates a plan for a balanced reading program at participating elementary schools, which become observation sites for exemplary reading instruction. School-level administrators train all members of the school community regarding the reading program in the school. Central office representatives provide systemwide staff development in reading and provide assistance and support in reading to teachers in participating schools.

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North Carolina

Smart Start and Reading Together

North Carolina is one of only five states or jurisdictions that had significant gains in fourth-grade reading skills from 1992-98, according to the 1998 NAEP Reading Report Card. "North Carolina's schools are making dramatic progress, and our students, our teachers, our educators, and our parents deserve the credit," said Governor Jim Hunt. "We're on the right course, because we've kept our focus on what works: making sure our children get a Smart Start, supporting our teachers, making our schools safer and helping our students achieve their very best."

During his first term as governor, Hunt placed teaching assistants in primary school classrooms to provide more one-on-one instruction in reading. His class size reduction efforts in kindergarten through third grade have allowed for individual instruction in reading and other basic subjects. In 1992, the state revised its elementary and middle school reading curriculum to make it more challenging. North Carolina also implemented an accountability program, the ABCs of Public Education.

The Smart Start project uses early childhood education to enhance the literacy skills of young children before they enter kindergarten. Launched by Hunt in 1993, Smart Start targets children from birth through age 5 and their families. It is a locally driven initiative supported by public and private funds. Studies by the Smart Start Evaluation Team show that children who received Smart Start services were better prepared when they entered school. Scores on kindergarten assessment tests were higher for children who received Smart Start services. Smart Start has won the Ford Foundation's Innovation in Government Award.

North Carolina also employs other programs, such as Reading Together, which trains fifth-grade students to be reading tutors for first-grade students. The North Carolina Teacher Academy offers professional development in reading and literacy to teachers each summer. The governor's after-school program, SOS (Support Our Students), provides tutoring and mentoring to middle-grade students.

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Ohio

OhioReads

Ohio's Fourth-Grade Guarantee requires all school districts to assess students' reading skills at the end of first, second, and third grades. If students fail, they are offered extra help. Beginning in 2001, fourth-graders who fail in reading will not be promoted.

Recently, the scope of the challenge was laid bare when 53 percent of all fourth-graders failed the reading section of the state proficiency test. So Governor Bob Taft does more than serve as figurehead for the new OhioReads program. He also serves as a weekly tutor for a Columbus third-grader.

Taft has called for a corps of 20,000 volunteer tutors from Ohio businesses, the public sector, service organizations, colleges and universities, senior citizens, parents, and the general community. In 1999, the Ohio legislature unanimously supported \$25 million for the OhioReads initiative. In addition to tutor recruitment, funds will support public school needs, such as professional development for teachers and community grants for after-school and summer reading programs.

The private sector was quick to respond to the governor's challenge. The Limited, a clothing retailer based in Columbus, immediately offered \$250,000 to help 400 employees tutor kindergarten children in local schools. OhioReads is to be launched in September 1999.

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South Carolina

First Steps, Reading Institute, and Compact with Our Children

South Carolina was one of just 10 states or jurisdictions where fourth-graders showed improvements on the NAEP reading assessments between 1994 and 1998. In June 1999, Governor Jim Hodges secured \$20 million from the legislature for South Carolina First Steps, an early childhood program. The program aims for all children to enter school healthy and ready to learn.

"Gov. Hodges' First Steps initiative is designed to provide children and their parents with access to high-quality preschool education, parenting education, and family literacy programs," said State School Superintendent Inez Tenenbaum. "It will help our students build the academic foundation they need for success."

Modeled on North Carolina's successful Smart Start program, First Steps will be community-based. It aims to unite state and local agencies, churches, parents, teach-

ers, and businesses to identify and address children's needs.

Hodges also secured funding to continue to lower class size in primary schools so that no kindergarten through third-grade teacher has more than 17 students. The governor's proposal for a new Reading Institute was also approved by the legislature. The Institute will research the best ways to teach reading, provide extensive training for elementary school reading teachers, and monitor results annually.

Hodges is also asking the parents of every South Carolina public school child to sign a new Compact with Our Children in 1999 and at the beginning of each subsequent school year. This pledge calls for teachers, parents, and students to share the responsibility for children's education and to live up to high standards.

Parents pledge to:

- Read to young children.
- Encourage older children to read to themselves.
- Provide a quiet, well-lit study area at home.
- Ensure regular and punctual school attendance.
- Provide adequate rest, food, and a healthy environment.
- Support school activities by volunteering, visiting the classroom, and attending parent-teacher conferences.

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Texas

Texas Reading Initiative

Texas has made reading a top education priority. The goal is to have all students read at grade-level by the end of third grade and continue to read at grade-level. Governor George W. Bush has laid out four steps to achieve this goal: early intervention, resources for help, teacher academies/professional development, and school accountability.

Currently, schools are required to use a reading inventory to identify whether kindergarten through second-grade students are progressing in reading. Those students who fall behind are provided with accelerated reading instruction, as well as possible summer school, extended-day programs, or tutorials. Up to \$670 in state money is available per student to provide accelerated instruction.

Teachers have the opportunity to participate in summer reading seminars that will focus on the science of reading and the methods of instruction for correcting reading problems. Kindergarten teachers began training in the summer of 1999, to be followed

by first-grade teachers in 2000 and second-grade teachers in 2001. The state pays participating teachers a stipend and absorbs \$1,200 per teacher in professional development costs.

Third-grade students must pass the reading section of the Texas Assessment of Academic Skills (TAAS) starting in 2003 to be promoted to fourth grade. If a student fails in his or her first attempt, there will be a second opportunity. Upon a second failure, a grade placement committee including the student's parents, teacher, and principal, is formed to determine the instruction needed before the third administration of the TAAS. A third failure will result in retainment.

"Children who never master reading will never master learning," said Bush. "Many will drop out of school. As uneducated adults, they face a life of frustration and failure on the fringes of society. Large numbers turn to crime and wind up in prison. Many others eventually join the welfare rolls. In study after study the empirical evidence is deafening: you cannot succeed if you cannot read."

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Utah

Utah Reads and Read to Me

In 1998, Governor Michael Leavitt launched Utah Reads, a literacy campaign to ensure that all Utah students are reading at grade-level by the end of the third grade. In March 1999, the legislature approved funds for local school districts to develop personalized instruction plans for readers in first through third grades. Funds were also approved for community-based literacy efforts.

Staff development in early literacy success is available to all preschool teachers and child care providers. Professional development for elementary school teachers includes the use of informal tests to assess and monitor students' progress in reading. Utah Reads trains principals in early literacy and research-based classroom practices.

A community volunteer tutoring program is being developed with a link to Utah's Promise. The goal is to have 12,000 struggling readers at or above grade-level by the end of third grade. Utah communities are identifying volunteers and training them to tutor children in local schools. In some schools, older students tutor younger children. Utah Reads provides grants for purchases of new books for tutoring sessions.

The Utah reading initiative also promotes family involvement. First Lady Jacalyn Leavitt leads the Read to Me campaign, which aims to help parents understand the

importance of reading aloud to their children. Public service announcements will be broadcast, and a literacy resource kit will be given to parents of newborns.

"This is the cornerstone of my budget," Leavitt said. "I've made a decision to make literacy one of my highest priorities as governor. Reading is the most fundamental skill for success in learning. Literacy is not just a school or government responsibility. It starts with parents at home."

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Utah Reads

Utah State Office of Education

(801) 538-7823

jdole@usoe.k12.ut.us

Read to Me

(877) ALL-READ

www.governor.state.ut.us / firstlady /

Vermont

Vermont Parent/Child Centers

The Vermont Parent/Child Centers are a network of 16 community-based, non-profit organizations serving all of Vermont. The focus of each center is to provide support and education to 15,000 families with very young children. The goal is to give families a healthy start and act to prevent problems such as illiteracy. Services include home visits, early childhood services, parent education, parent support, on-site services, playgroups, information and referral, and community development.

Centers work with Head Start, chambers of commerce, health care providers, state agencies, literacy programs, and others. They serve a primarily rural population. The Addison County Parent/Child Center works to build school readiness in babies, toddlers, and preschoolers through playgroups, story hours, and bookmobiles. Playgroups are available to disabled children in mainstream settings.

Home visits allow center staff to help parents learn activities to stimulate their young children's development. A focus on family literacy allows the center to help a whole family by improving a parent's reading skills.

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Addison County Parent / Child Center

P.O. Box 646

Middlebury, VT 05753

(802) 388-3171

acpcc@sover.net

www.sover.net / ~acpcc / index.html

Washington

Washington Reading Corps

Governor Gary Locke launched the Washington Reading Corps in 1998 with an \$8 million budget from the state legislature. With more than 11,000 volunteer tutors, the Washington Reading Corps has helped 22,000 elementary students improve their reading skills. Nearly 200 schools now participate. The programs also use AmeriCorps and VISTA volunteers, who tutor children and work with the community.

Locke created the Reading Corps in response to the low number of students (48 percent) who met the fourth-grade reading standard on the first Washington Assessment of Student Learning in 1997. In 1998, nearly 56 percent of fourth-grade students met the reading standard. In 1999, the legislature indicated its approval by fully funding the program for the next two years.

"While the test scores are on the rise, we still have a long way to go," Locke said. "The Reading Corps is working, and we must continue to support its goal to help every student become a good reader."

"We need to bring together children who are learning to sound out words with volunteers who will listen to them and praise them when they do it right," Locke said. "That's how a lifetime of success gets started, and how a lifetime of failure and frustration is averted."

Nearly \$100,000 in private donations to the Reading Corps purchased books for low-income children to practice reading at home. A private donation of \$100,000 will help sponsor a statewide conference in September 1999 at the University of Washington. The conference will focus on reading and tutoring approaches, volunteerism, and community involvement.

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515 15th Avenue, Southeast

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Olympia, WA 98504-3134

(800) 323-2550

(360) 902-0653

Fax: (360) 902-0414

www.governor.wa.gov/reading/

Wisconsin

Mother Goose, Family Literacy, and Library Outreach

Championed by Governor Tommy Thompson and First Lady Sue Ann Thompson, the state of Wisconsin began to widely distribute baby books in September 1998. Up to 70,000 newborns are receiving a copy of *My First Little Mother Goose* from Wisconsin publisher Golden Books. The next phase of the project will include older babies and toddlers who have been adopted.

Mrs. Thompson was instrumental in the creation of the Governor's Office for Family Literacy, a program aimed at organizing and coordinating all resources in order to reach more people and more families. An avid reader and former elementary school teacher, Mrs. Thompson promotes reading to children under age 5 for at least 15 minutes a day.

Under a Wisconsin grant program, librarians are reaching out to promote a love of reading. Librarians use small grants—from \$500 to \$1,000—to offer new literacy opportunities to preschoolers in child care. Libraries purchase new sets of books for rotation among child care homes and centers. Library outreach workers visit sites for special story hours, to engage children, and to model reading aloud for caregivers. Other libraries offer workshops for child care providers on how to read with young children and develop emergent literacy skills.

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Literacy and Lifelong Learning

State of Wisconsin

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CHAPTER 3

Local Efforts

Local communities are expanding their efforts to improve children's reading abilities. Popular grassroots initiatives include summer reading programs, book drives, tutoring sessions, and events featuring professional sports teams. Here are some examples of literacy projects in communities across the country.

Baltimore

SuperKids Camp and Baltimore Reads

In Baltimore, Mayor Kurt L. Schmoke created a 1998 summer reading camp that linked the city library, *The Baltimore Sun* newspaper, the Ravens football team, and other organizations. Team Read '98 got 9,400 children to read nearly 58,000 books over the summer and gave Ravens souvenirs as prizes. SuperKids Camp, America Reads, Summer VISTA, Baltimore READS, and Parks and People Foundation involved another 1,000 third-graders in an intensive summer reading camp.

Baltimore continues its partnership with SuperKids Camp to reach 3,000 children in 1999. Another 1999 summer reading camp is run as a partnership between The Village Learning Center, Baltimore READS Reading Edge and the Margaret Brent Elementary School.

The city is also partnered with the Enoch Pratt Free Library. Young summer readers who read at least eight books will receive fun prizes.

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Baltimore READS

5 East Read Street

Baltimore, MD 21202

(410) 752-3595

contact@baltimorereads.org

www.baltimorereads.org

Birmingham

Birmingham R.E.A.D.S.

In Alabama, Birmingham Public Schools Superintendent Johnny Brown has made reading a priority for all students during the school year and the summer. Teachers, principals, school district office staff, parents, community members, business partners, librarians, college and university partners, religious leaders, city leadership, and employees are all an integral part of Birmingham R.E.A.D.S. Birmingham students from kindergarten through grade 12 are required to participate in 90 minutes of reading daily.

Birmingham students' enthusiasm for reading continues when school is out—Birmingham children read 307,675 books during the summer of 1998. In 1999, more than 5,000 students are participating in summer school, and 2,500 more are involved in other learning activities such as Camp Birmingham, with 10 campsites that focus primarily on reading.

Every schoolchild is provided with an age-appropriate summer reading list of 30 books. Three hundred students ages 14 and 15 received summer jobs to serve as America Reads Challenge Learning Partners. Also, the Birmingham Public Library has partnered with the schools to offer creative summer reading programs.

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Fax: (205) 581-5003
Dr. Abbe Boring
(205) 581-8676
aboring@bhm.k12.al.us

Boston

ReadBoston

Nearly 50 percent of Boston's third-graders do not read at grade-level. Under the leadership of Mayor Thomas M. Menino and Superintendent Thomas W. Payzant, Read-Boston unites families, schools, and the community to help all Boston's children become able readers by third grade. Support includes research and referral help, workshops, financial assistance, reading tutors, and books for children.

A major thrust of the campaign is to promote more effective reading instruction in elementary schools. The Primary Literacy Project's list of seven essential elements of strong reading programs has been formally adopted by the school system. More than \$7 million in new public and private funding has been allocated to improve reading instruction. Reading programs such as Success for All and the Early Learning Liter-

acy Initiative are being implemented in at least 75 percent of the city's elementary schools.

The Boston Public Schools are intensifying their efforts to promote literacy in summer 1999. All second-graders at risk of reading failure are attending month-long summer sessions and will receive extra instruction in reading throughout the school year.

ReadBoston's focus has expanded to include family involvement. Home visiting programs, preschools, community agencies, and schools work with ReadBoston to develop practical strategies to engage families in helping their children become ready to read. In 1999, more than 6,000 families participate in home reading programs throughout the city. Recent community initiatives include giving 250,000 new books to children and placing 1,000 volunteers and work-study students in schools and community settings.

Contact: *Margaret Williams, Executive Director*

ReadBoston

43 Hawkins Street

Boston, MA 02114

(617) 635-READ or (617) 918-5282

Fax: (617) 918-5475

www.cityofboston.com/readboston

Charlotte, North Carolina

Bright Beginnings

Bright Beginnings is a public pre-kindergarten program in North Carolina's Charlotte-Mecklenburg Public Schools. Focused on literacy, the program provides 4-year-olds with a literacy-rich, resource-rich, full-day school experience. Each school day is constructed around four 15-minute literacy circles, where teachers engage children in reading and literacy activities.

The school district has developed its own pre-kindergarten curriculum, content standards, and performance expectations that set high goals for every child. Pre-kindergarten standards have been developed in the areas of social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the creative arts, physical development, and technology.

Supported mainly through federal Title I funds, the program currently serves more than 1,900 children. Plans call for reaching all 4,000 children in the school district who need high-quality preschool experiences to get ready for school.

The district collaborates with Head Start, special education, and other public and private partners. All teachers are early childhood specialists with at least a four-year degree, and are certified to teach by the state.

Bright Beginnings serves only eligible children who are selected according to fed-

eral funding guidelines. An initial program evaluation shows promising outcomes.

Contact: *Tony Bucci, Ellen Edmonds, or Barbara Pellin*

Charlotte-Mecklenburg School District

Bright Beginnings Pre-K Screening Office

401 S. Independence Boulevard

Suite 526

Charlotte, NC 20204

(704) 379-7111

www.cms.k12.nc.us/k12/curricul/prek/index.htm

El Paso, Texas

El Paso Collaborative for Academic Excellence

This community-wide effort to raise student achievement is based on the belief that all children can learn, if given the tools and encouragement to do so. Based in El Paso, Texas, the collaborative aims to improve teaching and learning from pre-kindergarten through university-level education.

Two-thirds of children in El Paso schools come from low-income families, and half enter first grade with only limited English, making them high risks for reading failure. Yet in only five years, the achievement gap between White students and Black and Hispanic students has been cut by almost two-thirds.

The collaborative includes businesses, local government, University of Texas-El Paso (UTEP), El Paso Community College, superintendents from three large school districts, and a grassroots organization. This team plays a major role in redesigning and evaluating the university's teacher preparation program and helping provide field experiences for prospective teachers.

UTEP has completely revised its teacher preparation programs. Faculty from the Colleges of Liberal Arts, Science, and Education are jointly involved in teacher preparation.

The College of Education has moved to a clinical, field-based model of teacher preparation, with university students remaining with the same schools for as long as three semesters. The Dean of Education likens it to a teaching hospital program. The schools are committed to school reform, redesigning professional development, integrating technology, and building greater outreach to neighborhoods. Most students enrolled in the college and the schools are Hispanic.

Participating schools are given mentors who coach other teachers in improving instruction. UTEP faculty and outside experts offer institutes for school teams in reading, writing, and other core subjects. Technology is introduced early, with every first-grader obtaining an e-mail account. Parent centers offer instruction and engage families.

This project has attracted funding from the U.S. Department of Education, the

Texas legislature, the National Science Foundation, the Pew Charitable Trusts, and other private foundations.

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Executive Director

The El Paso Collaborative for Academic Excellence

Education Building, Room 413

University of Texas at El Paso

El Paso, TX 79968

(915) 747-5778

www.epcae.org

Gallup, New Mexico

Al Chinii Baa

Al Chinii Baa, meaning For Our Kids in the Navajo language, is a cross-age tutoring and mentoring program focused on the reading skills of kindergarten through third-grade students in the Gallup, New Mexico, area. Tutoring is provided by specially trained fourth- through twelfth-graders, parents, and volunteers. In support of the America Reads initiative, Al Chinii Baa has received a three-year grant through Learn and Serve America, part of the Corporation for National Service. The program serves more than 200 students.

Sponsored by the National Indian Youth Leadership Project, the program enables those who volunteer to take part in weekend instruction designed to build teamwork through camping, rock climbing, rappeling, canoeing, and other activities. Group sessions also give the volunteers an opportunity to learn and practice the skills needed to tutor in reading, such as how to use puppets in storytelling and literature activities.

Four elementary schools, the junior high, and the high school in Gallup take part in this program. A teacher at each school is designated as a facilitator and provided with a stipend.

Contact: *National Indian Youth Leadership Project*

814 South Boardman

Gallup, NM 87301-4711

(505) 722-9176

Fax: (505) 722-9794

waldenco@ix.netcom.com

www.cia-g.com/~niylp/index.htm

Houston

Houston READ Commission

The Houston READ Commission is a broad-based coalition of more than 100 community-based literacy providers and adult education programs. The coalition is united in its efforts to achieve the goal of 100 percent literacy set by Mayor Lee Brown. In addition to promoting adult and family literacy, the commission is a partner in child literacy efforts through Houston Reads to Lead!, a volunteer initiative involving libraries, churches, the Girl Scouts, community-based organizations, and schools.

The summer program is one of the largest sessions organized each year. During the summer of 1998, Houston Reads to Lead! reached 10,000 children. The Houston Independent School District was the largest partner, implementing the U.S. Department of Education's Read*Write*Now! program in many elementary schools. In 1999, 13,000 children and parents are participating.

Houston Reads to Lead! met its goal in 1999 of recruiting 20,000 learning partners, part of a pledge made to America Reads and America's Promise. The city will celebrate with a Summer Festival of Reading sponsored by AMC Theatres and Southwest Bell.

The Houston Reads to Lead! 1999 reading season has included WNBA's Most Valuable Player, Cynthia Cooper of the Houston Comets, as its spokesperson. Cooper appears in public service announcements on Houston-area television stations. As Cooper says, "The key to one's ability in life begins with one's ability to read, to acquire knowledge and understanding."

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Houston READ Commission

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Houston, TX 77021-3715

(713) 845-2551

info@houread.org

www.houread.org

Summer Reading Resources

Houston Independent School District

Jdean@houstonisd.org

www.houstonisd.org/reading/sumread.htm

Miami

FLASH Program for Parents with Limited English

The Families Learning at School & Home Program (FLASH) is designed to assist Florida parents of different languages and cultures. Its twin goals are to build children's literacy skills and get parents more involved in their children's schools.

FLASH targets limited-English-proficient Hispanic and Haitian parents and care-

givers of students in kindergarten through grade 6 in Dade and Broward County Public Schools. It is a joint project between the school districts and Florida International University's College of Education.

FLASH has four main strategies. First, it aims to improve the literacy skills of families. Second, it aims to increase their proficiency in English. Third, it gives parents and caregivers specific skills and knowledge to enable them to play a more active role in their children's education. And fourth, FLASH works to improve the academic skills of the parents' children, who are learning English as a second language.

Evaluations of FLASH are encouraging. Parents showed significant gains in knowledge about the school and its functions. Parent involvement in school-related activities increased significantly, including time spent participating in school activities, volunteering at school, and helping children with homework. FLASH was recognized as an Academic Excellence Program in 1995 by the U.S. Department of Education's Office of Bilingual Education and Minority Language Affairs, which helped to fund the program.

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(305) 348-2647

Ms. Wally Lyshkov
Assistant Principal
Dade County Public Schools
(305) 385-4255

Morgantown, West Virginia

Energy Express

Energy Express is a six-week summer reading program that seeks to feed the minds and bodies of young children in parts of rural West Virginia. It aims to meet twin challenges: the erosion of skills that makes summertime costly for new readers and the nutritional decline faced by students accustomed to receiving free meals at school.

College students are trained to serve as mentors for children in low-income communities. Mentors provide free books and exciting learning experiences to keep children reading. Activities include shared reading, writing, drawing, and other creative arts projects. The mentors also provide two nutritious meals each day, ensuring that children can focus on feeding their imaginations.

Energy Express partners with AmeriCorps to help support the hundreds of West Virginia college students who serve as mentors. The project focuses on developing

strong partnerships at the local level between schools, parents, communities, and state agencies and organizations.

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Energy Express

West Virginia University

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Morgantown, WV 26506-6031

(304) 293-2694

rphillips@wvu.edu

Nashville

NashvilleREAD

NashvilleREAD targets children from age 3 through elementary school, with a focus on first through third grades. The mission of this program is to increase the children's reading skills and to support parents and caregivers in helping their children become proficient readers.

In the summer of 1998, NashvilleREAD reached 1,125 preschoolers in Head Start programs and 2,400 elementary school children in Title I learning programs. Public libraries and community centers in Nashville also provide summer reading activities for Nashville children. Partners who read with children 30 minutes each week include community volunteers, parents, AmeriCorps members, and volunteers supplied by Nashville's Reading Coalition members.

NashvilleREAD continued the program in 21 elementary schools during the 1998-99 school year. NashvilleREAD recruited, trained, and placed more than 200 community Reading Partners in the schools to tutor along with 27 full-time Reading Coaches.

A June 1999 reading rally kicked off the summer reading season in Nashville. NashvilleREAD, the Public Library System, the Public School System, and the privately funded STARFISH project teamed up to keep kids reading while school is out of session. National service members of the Summer VISTA and AmeriCorps programs participate. Parents and other adults are recruited and trained to read to children at least 30 minutes per day for seven weeks of summer fun. Three parent education seminars will focus on reading.

Contact: *Carol Thigpin, Executive Director*

NashvilleREAD

1701 West End Avenue, Suite 100

Nashville, TN 37203

(615) 255-4982

NashREAD@aol.com

www.nashvilleread.citysearch.com

New Orleans

New Orleans Reads and Give Yourself a Break, Get a Library Card

New Orleans Reads is a partnership of the Office of Mayor Marc Morial, the New Orleans Public Schools, the New Orleans Enterprise Community, and other business and community-based agencies. Many reading programs are active within Orleans Parish, and the city sponsors two extended-day programs.

The Extended-Day Reading Intervention Program targets the lowest-performing 15 schools in New Orleans and offers six hours of after-school reading intervention per week. The Safe Harbor Program conducts after-school tutorials in language arts and math four days per week in eight Enterprise Community neighborhoods.

Another popular program is the Mayor Marc H. Morial Give Yourself a Break, Get a Library Card program, which issued 145,000 library cards to all Orleans Parish residents through their sewer and water bills.

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New Orleans Reads

1300 Perdido Street

Room 2E04

New Orleans, LA 70112

(504) 565-6414

thelmaf@mail.city.new-orleans.la.us

stacys@mail.city.new-orleans.la.us

Philadelphia

Philadelphia Reads, The 100 Book Challenge and Power Partners

Philadelphia Reads, under the leadership of Mayor Edward Rendell, is a collaborative effort of the School District and the Free Library of Philadelphia. Philadelphia Reads mobilizes individuals, organizations, institutions, community groups, colleges and universities, and communities of faith to provide time, materials, books, and other resources for in-school, after-school, and summer programs.

Philadelphia's The 100 Book Challenge is based on a simple philosophy: "The more kids read, the better they will read." The twin goals are to turn students into independent readers while developing a love for reading.

But The 100 Book Challenge involves more than each child reading 100 books. Teachers meet one-on-one with each child throughout the school year to start at the right level, check their progress, and provide individual instruction. Students read independently in the classroom for at least 45 minutes per day, and at home for at least 15 minutes per day. Children can choose what books they read according to ability, and are given opportunities to write about the books. All Philadelphia libraries carry program materials to encourage participation.

The 100 Book Challenge provides books for more than 200 classrooms throughout

the city. Additionally, Philadelphia Reads supports a coalition of more than 75 community-based organizations by offering recruitment of volunteers, training, books, and computers.

The Philadelphia Eagles football team provides operating funds for The 100 Book Challenge, and other partners include the Student Finance Corporation, VISA, Western Union and First Union Bank.

Five major law firms have begun the Power Partners program with books and weekly tutoring sessions at their offices. Subaru has donated a van for book drive pick-ups—17,000 books have been distributed to schools and community centers.

Philadelphia Reads is the beneficiary of the Starbucks Corporation's new Out of the Park, Into the Books program, which provides \$5,000 for a designated reading program in each city where slugger Mark McGwire hits a home run.

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Philadelphia Reads

Office of the Mayor

Municipal Services Building

Suite 1000

Philadelphia, PA 19102

(215) 686-4450

Fax: (215) 686-4466

philadelphia.reads@phila.gov

San Jose, California

The Gardner Children's Center

For this bustling child care center, serving children from 6 weeks old through seventh grade, literacy is the foundation of all learning. Each child is read to daily. Lesson plans are based on Ten Best Books, which each teacher chooses to ensure that all children learn the joy of reading.

Every classroom has a designated reading area, and both pre-kindergarten and school-age children regularly visit the Biblioteca (the Spanish language library) for story hour and book selection. Teachers aim to make visiting the library a lifelong habit.

The Gardner Children's Center also reaches out to families to promote literacy. At orientation, all parents are given a book in their home language and coached on the importance of reading to and with their children. These messages are reinforced at parent conferences twice a year. A family literacy night is celebrated through a partnership with the local public television station.

Also, parents learn to share literacy activities at home with their children in English and Spanish. Children's books are distributed at the annual health fair. At holiday time, every child enrolled in the program, and each sibling, receives at least one

book as a gift. The total environment communicates the value and joy of reading.

Contact: *Frederick Ferrer, Director*

Gardner Children's Center Inc.

611 Willis Avenue

San Jose, CA 95125

(408) 998-1343

www.gardnerchildren.com

Seattle

The Stanford Book Fund

In honor of Seattle's school superintendent, the late John Henry Stanford, the Seattle community rallied to re-supply the school system's libraries. Organized by the Alliance for Education in 1998, the Stanford Book Fund raised \$600,000 from more than 2,000 community and business partners to buy a new book for every child in the public school system. This is in addition to \$300,000 raised by Stanford himself from private donors for new library books.

The Seattle-based rock group Pearl Jam donated \$78,000 from a benefit concert and encouraged radio station promotions that raised even more. The Seattle Sonics and the Washington State Lottery donated \$100 for every three-point shot scored by Sonics guard Hersey Hawkins. Other major donors included Microsoft, The Ackerley Group, Boeing, and PEMCO. An anonymous donor gave \$100,000.

In the spring of 1999, the first delivery of 31,175 books was presented to 100 school libraries. Each book bears a special Stanford Book Fund sticker with its namesake's quote: "The most important gift we can give our children is the gift of reading." More books will be delivered throughout the summer.

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Fax: (206) 343-0455

www.alliance4ed.org



CHAPTER 4

Reading: Everybody's Business

The private sector's interest in literacy is clear: it needs a skilled workforce without high costs to train employees. Many different kinds of businesses are meeting the challenge. Here is a sampling of a wide variety of literacy efforts in the private sector, with special sections on efforts in the sports and newspaper industries.

7-Eleven: People Who Read Achieve

The Southland Corporation's 7-Eleven chain teamed up with PBS television star Wishbone (courtesy of Lyrick Studios) to recruit college students to serve as reading tutors in local schools during the 1998-99 academic year. 7-Eleven is also a sponsor of Wishbone, the educational television show that promotes reading classic literature to elementary school children.

In the summer of 1998, 5,000 7-Eleven stores launched a national campaign, People Who Read Achieve, to raise \$1 million for literacy programs and organizations across the country. In the first year, the national campaign raised more than \$677,000 and provided grants to nearly 400 programs and organizations serving 372,000 children and adults. In-store canisters continue to collect donations throughout 1999.

The campaign is an expansion of a pilot program started in 1989 in 7-Eleven stores in North Carolina, Maryland, Virginia, and Washington, DC. In nine years, the stores in those states awarded more than \$2 million to some 800 schools, libraries and other community organizations dedicated to helping people learn to read. 7-Eleven has high hopes for the expansion of this effort to build a nation of readers.

Contact: Sharon Neal

Southland Corporation / 7-Eleven

People Who Read Achieve

Cityplace Center East

2711 North Haskell Avenue

Dallas, TX 75204

(214) 828-7345

www.7-eleven.com/store/community.html

ABC: Champions of Quality Child Care

In response to growing demands on working families for child and elder care, 20 major U.S. companies came together in 1992 to form the American Business Collaboration for Quality Dependent Care (ABC). By 1999, the effectiveness of this alliance has inspired 100 regional and local businesses to partner with the original Champions.

At the start, the ABC targeted most of a \$27 million investment toward early childhood projects and school-age care. These funds reached 45 communities in 25 states and the District of Columbia. ABC committed to investing an additional \$100 million for 1995-2000.

In partnership with a national campaign to raise awareness of the importance of the first three years of life, ABC has supplied 4,000 *I Am Your Child* Provider Kits to family child care homes, child care centers, and informal caregivers. Each kit contains a brochure, video, and CD-ROM to aid understanding of how caregivers and families can play a significant role in brain development in the early years of life. (See *I Am Your Child Foundation* at www.iamyourchild.org/.)

In addition, ABC has introduced a popular North Carolina program, T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood Project, into Illinois, New York, Florida, Colorado, and Pennsylvania. T.E.A.C.H. supports continuing education and increased compensation for child care workers. Scholarships for college-level training can improve early care and education by enabling teachers to better develop children's pre-literacy and other skills. ABC's support has helped to leverage state and foundation funding for T.E.A.C.H. expansion.

The 20 Champion companies are Aetna, Allstate Insurance Company, American Express, Amoco, AT&T, Chevron, Citibank, Deloitte & Touche, Eastman Kodak, Exxon, GE Capital Services, Hewlett-Packard, IBM, Johnson & Johnson, Lucent Technologies, Mobil, PriceWaterhouseCoopers, Texaco, Texas Instruments, and Xerox.

Contact: *Betty Southwick*

Director of Community Development

American Business Collaboration

(800) 447-0543

www.pewtrusts.com/pubs/misc/childcare/child037.cfm

AMC Theatres: Read for the Stars

Schoolchildren in 23 states and the District of Columbia who read throughout the summer months can benefit from AMC Theatres' popular Read for the Stars program. Now in its tenth year, Read for the Stars motivates kids to keep reading when school is out. The theatres reward young readers with special "Kids Pak" refreshments each time a child reads three books. Young readers are also eligible for free movie tickets and VIP recognition as Reading Stars in the auditorium. At the end of the summer, readers are invited to theatre parties where drawings are held to win multimedia

computers. Organizers estimate that the Read for the Stars program has encouraged kids to read nearly 1 million books since the program began in 1989.

Contact: *Marjorie Grant*

Read for the Stars

AMC Theatres

106 West 14th Street

Kansas City, MO 64141

(816) 221-4000

mgrant@amctheatres.com

www.amctheatres.com/kids/kids_read.html

Hambleton-Hill Publishing: Just Open a Book

In Tennessee, a local publishing company was the catalyst for a major effort to ensure that all kindergarten through third-grade public school children in the state have a book of their own. Hambleton-Hill Publishing announced its commitment at Governor Don Sundquist's Summit on Tennessee's Children in June 1998.

Hambleton-Hill worked with other Tennessee businesses and nonprofit organizations to distribute 300,000 books to Tennessee public elementary schools on the same day in early 1999. Their motto: "No child should be unable to read for lack of a book."

Contact: *Van Hill, President*

Hambleton-Hill Publishing

Just Open a Book

1501 County Hospital Road

Nashville, TN 37218

(615) 254-2420

Pizza Hut: BOOK IT!

Pizza Hut's BOOK IT! National Reading Incentive Program rewards young readers with free pizza, along with recognition buttons, stickers, all-star reader medallions, and praise. In its fourteenth year, BOOK IT! enrolls about 22 million students in more than 895,000 classrooms in nearly 56,000 elementary schools in all 50 states.

In addition, Pizza Hut has provided free pizzas for any child who completes the U.S. Department of Education's Read*Write*Now! summer activity program, a contribution worth millions of dollars.

Contact: *BOOK IT! Program*

P.O. Box 2999

Wichita, KS 67201

(800) 426-6548

www.bookitprogram.com

Scholastic

Scholastic Inc. has long supported community literacy programs through book donations and a discount book program. At the President's Summit for America's Future in 1996, Scholastic committed to donating more than 1 million books to national, state, and local literacy organizations that support the America Reads Challenge. In 1998, Scholastic exceeded that goal by donating 1.76 million books to programs such as Born to Read, Reach Out and Read, Reading Is Fundamental, Rolling Readers, Jumpstart, Toys for Tots, and First Book, among others.

Through the Sizzling Summer Books program in June 1999, Scholastic distributed 250,000 free books to students in the District of Columbia. Every public elementary school child was allowed to select three age-appropriate Scholastic books for summer reading.

In addition, Scholastic participates in national literacy events such as Read Across America Day. Scholastic offers special discounts, challenge grants, and fundraising packages to assist literacy programs in becoming more self-sufficient.

Contact: *Julie Kreiss*

Scholastic Inc.

Literacy Initiatives

(212) 343-6472

jkreiss@scholastic.com

Time Warner: It's Time to Read

Time Warner's nonprofit Time to Read is the largest corporate volunteer literacy program in the U.S. Five thousand Time Warner employees and community members volunteer each week to tutor 20,000 children, adolescents, and adults in reading.

With Time to Read, learners use magazines such as *Sports Illustrated for Kids*, *TIME*, and *People* to develop lifelong reading and learning strategies that they can use in school, on the job, and at home. By making reading interesting and fun, Time to Read promotes literacy skills that are relevant to the learners' lives. More than 1 million volunteer hours are donated annually in 100 cities, at a cost of \$175 per learner, for sponsor, tutor, learner, and training materials.

Every division of Time Warner participates in the program. Home Box Office, Time Inc., Time Warner Cable, Turner Broadcasting System, Warner Bros., and Warner Music Group sponsor programs in their local communities where employees volunteer.

Contact: *Virginia McEnerney*

Time to Read

Time Warner Inc.

(212) 484-6404

Fax: (212) 484-6417

www.timewarner.com/ttr

Toyota Families for Learning Program and Families in Schools Program

The National Center for Family Literacy works to improve:

- Parents' basic education skills
- Their parenting skills
- Their children's literacy skills and school readiness
- The overall quality of the parent-child relationship

In 1991, Toyota Motor Corporation funded the National Center for Family Literacy to develop programs in 15 U.S. cities and helped build the momentum for future expansion. They found that adults are more likely to stay enrolled at Toyota Families for Learning sites than in adult-focused literacy programs.

When parents stay in the program, both parents and children reap the benefits. According to the center's studies, children in the Toyota project made gains at least three times greater than expected based on their pre-enrollment rate of development. Changes in language patterns in the home showed enhanced parent/child interaction. They also found a significant increase in family reading activities—an 80 percent increase in reading books and twice as many trips to the library.

In 1999, more than 100 local program sites are directly linked to the Toyota Families for Learning Program. Building on the strength of this project, Toyota has provided funding to start the Toyota Families in Schools Program. Five school districts have received funding to establish comprehensive family literacy programs in elementary schools. Over the next three years, the Toyota Families for Schools Program is expected to help 7,000 parents and children gain the basic skills they need.

Contact: *Becky King*

National Center for Family Literacy

325 West Main Street, Suite 200

Louisville, KY 40202

(502) 584-1133, ext. 24

ncfl@famlit.org

www.famlit.org

United College Plus: Volunteers Earn Miles

In 1998, United Airlines joined America's Promise to develop a recognition program for college students who volunteer as mentors or tutors for young children. Through United College Plus VolunteerMiles program, college students can earn up to 10,000 Mileage Plus Miles annually from United Airlines for volunteer work, such as tutoring a student in reading. United estimates that this has the potential to create 1 million hours of volunteer time for organizations such as America Reads.

Contact: *United VolunteerMiles*

cservice@collegeplus.com

www.collegeplus.com.

Good Sports

Sports franchises across America are actively supporting children's reading. These creative and highly motivational projects are inspiring thousands of children with the message that reading is important to their futures. Here are some examples of good sports. Other examples may be found under Baltimore READS (Ravens), Houston READ Commission (Comets' Cynthia Cooper), Newspapers Association of America (Grant Hill), Philadelphia Reads (Eagles), Read Across America Day (Shaquille O'Neal), and Seattle (Sonics' Hersey Hawkins).

Individual Leadership

As individuals, sports heroes such as basketball player Grant Hill of the Detroit Pistons, football player John Elway of the Denver Broncos, basketball player Nikki McCrae of the Washington Mystics, and baseball player Cal Ripken, Jr. of the Baltimore Orioles all support efforts to improve literacy. Ripken funds multiple literacy efforts and has been known to read with children on the dugout steps in Florida before a spring training game.

Atlanta Hawks: Fast Break for Reading

The Atlanta Hawks basketball team sponsors Fast Break for Reading, a program now in more than 100 schools. Players and dance team members join mascot Harry the Hawk at school assemblies to promote reading. Students who complete the program win tickets and discount vouchers. In 1998, students collectively read 18,500 books, earning 2,600 tickets valued at \$92,000.

Contact: *Gena Gatewood*

Fast Break for Reading

(404) 827-3800

www.NBA.com/hawks/comm_affairs.html

Kansas City's 3 Rs Project

College basketball stars also are doing their part to encourage children to read, through Kansas City's 3 Rs Project (Reinforcing Reading and wRiting) and through the Big 12 Conference Women's Basketball Win for KC Reading Challenge.

Students in kindergarten through second grade participate in the 3Rs Project's Saturday reading partner program. Free tickets to the Opening Round of the Big 12 Conference Women's Basketball Tournament, recognition at basketball games as a Successful Participant in the Reading Challenge, and special celebrity reading sessions

are a few of the incentives for students who attend at least six of the Saturday sessions. Third- through eighth-grade students receive prizes for reading at least 12 books during a three-month period. Reading Challenge programs are planned for the other cities of the Big 12 Conference members.

Contact: *The 3 Rs Project*

Kansas City, MO

(816) 418-7522

LA Dodgers and Pacific Bell

Pacific Bell and the Los Angeles Dodgers are on the same team, encouraging young children to read. In 1998, Pacific Bell continued its co-sponsorship of a summer reading program operated by the County of Los Angeles Public Library. The program offers children the opportunity to earn tickets to Dodgers games by reading books.

Pacific Bell, with the library, was also co-creator of the Fiesta Dodgers Essay Contest, an opportunity for youth to read a book in English or Spanish, either based on Hispanic culture or written by an Hispanic author. Students were presented with prizes—including \$500 scholarships—at Dodger Stadium in 1998.

In addition, Pacific Bell presented Bat and Batting Glove Night at Dodger Stadium where children under 14 were given a free batting glove and a coupon for a bat, which could be redeemed at one of 30 participating libraries. Both programs aim to introduce children to the world of public libraries, reading, and baseball.

Contact: *Dodgers Public Affairs*

Los Angeles, CA

(323) 224-1435

Roopster Roux and His All-Star Reading Team

The star of the children's book series *The Adventures of Roopster Roux*, and his All-Star Reading Team of NBA and WNBA stars, visited 20 cities in 1998 to tout the message that reading is the most important aspect of education. Roopster's adventures center on his ability to read, which saves him from peril. Roopster was joined by A.C. Green of the Dallas Mavericks, Brent Barry of the Miami Heat, Cynthia Cooper of the Houston Comets, and Tammi Reiss of the Utah Starzz.

With sponsor Wal-Mart, Roopster is traveling the country with his reading message in 1999: "Parents, children, and families must read more and learn to love reading."

Contact: *Eva Hall*

12600 Bissonnet, Suite A-455

Houston, TX 70099

(281) 498-8120

www.roopsterroux.com

Civic Journalism from Coast to Coast

America's newspapers are playing a major role in creating a nation of readers. Many newspapers are actively supporting reading improvement. Some provide special sections for parents and kids, staff coordinators, and school liaisons, or Internet sites and programs for young readers. *The St. Petersburg Times* consults directly with young readers about topics for its weekly sports page called Short Stops. Here are examples of what newspapers are doing to help more children learn to read.

Times Mirror

The Baltimore Sun and *The Los Angeles Times*, both published by media giant Times Mirror Company, are pacesetters for regional daily newspapers. Led by CEO Mark Willes, both papers are taking a comprehensive approach to stubborn child literacy rates in their home areas. As Willes has stated, "Failure to teach our children to read is a catastrophe of epic proportions. But it is not inevitable. We can, in fact, teach them to read, and to read well, and shame on us if we don't."

The Baltimore Sun's Reading by 9

The Sun's campaign is a five-year, comprehensive community service program that seeks to inspire a measurable increase in the percentage of 9-year-olds who are able to read at, or above, third-grade level. *The Sun* has dramatically increased news, editorial, and feature coverage on child literacy issues, including an interactive section for parents and children to read together and daily sections for elementary school children to read to themselves. More than 150 *Sun* employees tutor struggling readers in Baltimore City schools, donating 5,000 to 10,000 hours per year.

The Sun also recognizes reading success through an awards program for parents, students, teachers, schools, and librarians. The paper partners with libraries, bookstores, and the local media to sponsor book fairs, book giveaway programs, and a summer reading club. *The Sun's* Newspapers in Education program provides more newspapers to schools for use in the classroom.

Contact: Luwanda Jenkins, Program Coordinator

The Baltimore Sun

Reading by 9

(410) 332-6098

Carol Dreyfuss, Public Relations Coordinator

(410) 332-6047

www.baltimoresun.com/readingby9/

The Los Angeles Times' Reading by 9

The majority of third-graders in Southern California read below grade-level. In 1999, *The Los Angeles Times* announced its five-year Reading by 9 campaign that seeks to help 1 million children in the five-county area of greater Los Angeles achieve grade-level reading. *The Times'* extraordinary commitment will involve virtually every division of the company, as well as community, business, civic groups, media partners, and literacy groups. *The Times* estimates it will invest more than \$100 million in the effort.

In partnership with the U.S. Department of Education, *The Los Angeles Times* is publishing hundreds of thousands of copies of *The Compact for Reading*, a guide and activity kit to link families and schools to improve student reading. The publication will be widely distributed in 1999.

By September 1999, Reading by 9 aims to have 6,000 trained reading tutors and literacy volunteers helping children in schools across Southern California. In the 1999-2000 school year, the campaign will donate 1 million new books to kindergarten through third-grade classrooms. A broadcast and print public service campaign will promote the importance of reading.

Partners include Bank of America, Sun America, Univision Communications, KLVE radio, Rotary International, Harley-Davidson/Love Ride, La Opinion, Rolling Readers USA, and the Screen Actors Guild.

Contact: *Jan Berk*

Los Angeles Times

Reading by 9

Times Mirror Square

Los Angeles, CA 90053

(877) READBY9

(213) 237-3039

Readingby9@latimes.com

www.latimes.com /readingby9/

Newspaper Association of America's Newspapers in Education

More than 700 Newspapers in Education projects are cultivating young readers through the Newspaper Association of America Foundation. In 1998, 280 newspapers circulated a supplement called "Reading Knows No Limits" to promote family literacy to 50 million readers. The eighth annual literacy supplement, "Discover the World with Reading", will be issued in observance of International Literacy Day in September 1999.

The foundation has also sponsored a popular advertising campaign featuring role models, such as basketball player Grant Hill, who encourage kids to read the newspaper. According to the foundation, imaginative serials of high interest to children,

such as *Hank the Cowdog*, are boosting the numbers of schoolchildren who read the newspaper.

Contact: *Jim Abbott*

Manager, Education Programs

Newspaper Association of America Foundation

1921 Gallows Road, Suite 600

Vienna, VA 22182

(703) 902-1730

www.naa.org/foundation/index.html

USA TODAY Education

Every day in more than 25,000 classrooms, educators and students read the daily news in *USA TODAY*. The *USA TODAY* Education Experience has developed a comprehensive program that involves moral reasoning, critical thinking, problem-solving and judgment.

USA TODAY Education includes "Experience TODAY", a guide to people, places, and events that shape the world. This four-page, daily lesson guide is available on-line and delivered daily to schools with their newspapers. The guide stimulates lively discussions in the classroom. Monthly themes include careers, diversity, technology, environment, self-esteem, family, problem-solving, responsibility, teamwork, nutrition/health/fitness, leadership, and conflict resolution.

In collaboration with the U.S. Department of Education, *USA TODAY* sponsors a Web site to engage parents, citizens, and educators in promising ways to improve learning and strengthen schools through the Partnership for Family Involvement in Education.

In addition, educator training is offered at no cost by *USA TODAY* National Faculty. *USA TODAY*'s on-line interactive connection helps educators see what other teachers across the country are doing, and helps students interact with *USA TODAY* reporters on-line. Students may submit book reviews they've written for publication on the *USA TODAY* Web site.

Contact: *USA TODAY Education*

1000 Wilson Boulevard

Arlington, VA 22229

(800) 757-TEACH, ext. 675

www.usatoday.com/educate/home.htm



SECTION 5

The Nonprofits: A Pro-Literacy Tradition

Hundreds of nonprofit organizations are working throughout the United States to help children read well. Nonprofit organizations are providing tutors for children, organizing book drives, and helping teachers to instill the love of reading in children. Here is a sample of these efforts.

The Arts Education Partnership

The Arts Education Partnership, representing more than 100 national organizations, researched the role of the arts in early childhood. The study sought to identify the best kinds of experiences for babies, toddlers, preschoolers, and young elementary school students to build cognitive, motor, language, and social-emotional development.

Under the philosophy that play is the business of young children, the partnership study found that the arts engage children in learning, stimulate memory, and facilitate understanding. Role-playing games, poems, songs, rhyming, dramatic storytelling, and other creative arts play can develop language skills and a love of learning.

The partnership's report, *Young Children in the Arts*, includes developmental benchmarks and appropriate arts activities for children from birth to age 8. Parents and adult caregivers are encouraged to use character voices and dramatic gestures when reading or telling stories and to make sock puppets to increase the enjoyment of the tale. Show-and-tell stories can be created with photographs, and young children can pantomime their favorite book characters before a mirror. Older children can write poems and improvise stories with simple costumes.

More arts resources, research, and programs are available through the database of the Wolf Trap Institute for Early Learning Through the Arts at www.wolftrap.org/.

Contact: *Arts Education Partnership*
c/o Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
(202) 236-8693
Fax: (202) 408-8076
aep@ccsso.org
<http://aep-arts.org>

Association for Library Service to Children

The Association for Library Service to Children (ALSC), a division of the American Library Association, serves children from birth to age 14 and their families and caregivers.

ALSC is a major partner with the U.S. Department of Education's America Reads Challenge in promoting summer reading. ALSC helped create the new Read*Write*Now! Activity Poster for kids and Tip Sheet for adults to start a community reading program.

Virtually all of America's 16,000 public libraries have summer reading programs. Over the past 20 years, preschoolers have been added to summer reading efforts through Read to Me programs, where children receive recognition for books read to them by parents, older siblings, and caregivers.

Story hours for preschoolers and school-age children flourish in almost every local library. Librarians also offer staff development and training to teachers and child care workers. ALSC encourages librarians to form partnerships with schools, museums, Head Start centers, health care providers, churches and synagogues, and other community groups. Librarians and community health centers are reaching out to new and expectant parents to communicate the importance of reading daily to their child through national programs like Born to Read.

ALSC is also a partner with many public television programs that promote reading and literacy.

Contact: *Susan Roman*

Executive Director

American Library Association

Association for Library Service to Children

50 East Huron Street

Chicago, IL 60611-2795

(800) 545-2433, ext. 2162

Born to Read

(800) 545-2433, ext. 1398

www.ala.org/alsc

Cartoonists for Literacy

Cartoonists Across America & The World uses its members' artistic talents to promote literacy among children. Artists have painted murals on reading in 49 states and many different countries, often painting in shopping malls and on walls and billboards; buses, trucks, and vans; bookmobiles; and a 53-foot truck trailer in front of the Library of Congress. The Library's Center for the Book is a sponsor of the 1999-2000 campaign, Building a World of Readers, Artists and Dreamers.

Artists also write and illustrate books and comic books to encourage reading.

The aim is to entice children away from television and into the world of art, books, and music.

Contact: *Phil Yeh*

Cartoonists Across America

P.O. Box 670

Lompoc, CA 93438

(805) 735-5134

Fax: (805) 735-7542

philyleh@gte.net

www.wingedtiger.com

Center for the Study of Books in Spanish

The San Marcos campus of California State University hosts the Center for the Study of Books in Spanish for Children and Adolescents. The center aims to help more children develop an early love of reading and to become lifelong readers. The center offers workshops and publications, and boasts an 80,000 volume lending library of children's books in Spanish, believed to be the world's largest collection of its kind. The library also includes books in English on Latino culture.

The center offers a free searchable database of 5,000 recommended books in Spanish from publishers around the world. To assist Spanish-speaking parents and others, information on each book is provided in Spanish as well as in English, including subject headings, grade-level, bibliography, and brief descriptions.

Contact: *Dr. Isabel Schon, Director*

Center for the Study of Books in Spanish for Children and Adolescents

California State University, San Marcos

San Marcos, CA 92096-0001

(760) 750-4070

Fax: (760) 750-4073

ischon@mailhost1.csusm.edu

www.csusm.edu/campus_centers/csb/

Child Care READS

Child Care READS is a new national campaign that introduces literacy development to nurturing child care programs for young children. Child care providers are trained to develop appropriate language and literacy skills. The caregivers then use a wide variety of books to read to children during the day and encourage parents to build skills at home.

Child Care READS also promotes after-school and summer reading programs for school-aged children. While the campaign focuses its efforts on the child care setting,

it also engages libraries, organizations, businesses, and the community to help all children become competent readers.

Contact: *Laurie Miller*

Child Care READS

330 7th Avenue, 14th Floor

New York, NY 10001

(212) 239-0138

Everybody Wins!

Arthur Tannenbaum, a retired New York executive, had a simple idea—why couldn't adults take time to read with children one-on-one during their lunch hours? Through Everybody Wins!, the foundation he started in 1989, office workers, police officers, executives, and members of Congress are now doing just that.

Adult volunteers spend one hour per week reading for pleasure with an individual child. A school coordinator manages the volunteers and schedules the reading time with the child, often during what Everybody Wins! calls the Power Lunch.

Everybody Wins! has 2,100 volunteers from 70 organizations serving 1,800 students in the New York-New Jersey-Connecticut area, and a total of 4,500 volunteers nationally, including 10 U.S. senators.

Contact: *Everybody Wins!*

350 Broadway, Suite 500

New York, NY 10013

(212) 219-9940

Fax: (212) 219-9917

Family Place Library

Family Place Library is a national project operating programs in six communities. The Family Place Library in Centereach, New York, recruits parents and child care providers to bring young children to the library for learning fun, beginning at birth. The Children's Services Department serves children from infancy through eighth grade, their parents, and professional caregivers. It offers abundant programming for pre-readers in early childhood. The schedule is chock-full of fun events and learning opportunities that involve singing, dancing, nursery rhymes, computers, math, science, and of course, reading.

This library also provides Storytime Kits for parents and child care providers to use in their homes. The kits include books, videos, puzzles, puppets, and activities. Educational toys, including adaptive toys for children with disabilities, are also lent to families and caregivers.

This program offers learning opportunities based on family strengths, cultures, and

interests. The Family Place Library, a joint venture between New York's Middle Country Public Library and Libraries for the Future, is funded by the Hasbro Children's Foundation.

Contacts: *Sandy Feinberg*
Middle Country Public Library
(516) 585-9393, ext. 200
feinberg@mcpl.lib.ny.us
www.mcpl.lib.ny.us

Libraries for the Future
121 W. 27th St., Suite 1102
New York, NY 10001
(800) 542-1918
(212) 352-2300

First Book

First Book's primary objective is to distribute books to children participating in community-based tutoring, mentoring, child development and family literacy settings. First Book works through its network of volunteer-led Local Advisory Boards, which are responsible for navigating First Book activities at the community level. First Book also works with national literacy partners such as America Reads to provide new books to children most in need.

Since the organization's beginning in 1992, First Book has provided more than 4.5 million new books to hundreds of thousands of children nationwide. In 1998 alone, First Book distributed more than 2.4 million books. First Book is active in more than 215 communities throughout the 50 states and the District of Columbia.

In June 1999, First Book launched Reba's First Book Club, with spokeswoman and entertainer Reba McEntire. Joining the Club helps others to read, too. When one of McEntire's recommended books is purchased at any Barnes & Noble store, B. Dalton Bookseller or through the First Book Web site at barnesandnoble.com, 10 percent of the book's price is donated to First Book, to buy new books for children in need.

Contact: *Lynda Lancaster*
Vice President of Community Outreach
First Book
1319 F Street NW, Suite 500
Washington, DC 20004
(202) 393-1222
Fax: (202) 628-1258
fbook@aol.org
www.firstbook.org

Girl Scouts: Read to Lead

The Girl Scouts of the U.S.A. is inspiring girls throughout the country to Read to Lead. Girl Scouts are encouraged to read for pleasure, to learn about prominent women, to write stories and plays, and to volunteer to help younger students with their reading skills.

The Southeast Pennsylvania Girl Scout Council runs a multicultural literacy program for girls whose parents are recent Asian immigrants. Through the Girl Scouts' Border Initiative, the Texas Migrant Council is fostering bilingual family literacy in three Girl Scout Council areas. Other states to adopt this initiative are Indiana, Ohio, and Wisconsin.

The San Jacinto (Texas) Girl Scout Council continues its Read*Write*Now! program and held its first Storytelling Institute in partnership with the Benefactory Inc. Girl Scouts continue to offer community service in partnership with other organizations, including the Literacy Volunteers of America's Incredible Reading Rally. The Scouts' Web site, Just for Girls, offers monthly theme activities, authors' biographies, and a new Girl Scouting in the School Day kit.

Contact: *Sheila Lewis*
Girl Scouts of the USA
420 Fifth Avenue
New York, NY 10018-2798
(212) 852-8076
www.girlscouts.org/girls

Hawaii Education Literacy Project

The Hawaii Education Literacy Project (HELP) designs free software to promote literacy. The project's goal is to use the instruments of technology to increase the potential of each child to read. The software may be used by educators for one-on-one sessions as well as by students working independently.

The HELP Read software, which supports both the English and Hawaiian languages, has many features for the beginning reader. For example, it highlights words or sentences while reading; looks up word definitions; allows customizing of reading speed, pitch, and volume; and links to nearly 500 classic works of literature.

Contact: *Christopher Hayden*
Hawaii Education Literacy Project
P.O. Box 230
Honolulu, HI 96810-0230
(808) 531-4304
reader@pixi.com
www.pixi.com/~reader1/

Home Instruction Program for Preschool Youngsters (HIPPY)

HIPPY is a home-based, early intervention program. It assists parents in laying the foundation for their children's success in school. The two- to three-year program for parents targets preschool children ages 3, 4, and 5.

Through home visits, group meetings, role playing, and structured activities, parents are provided with the tools and support they need to help their children build school readiness skills. Parents spend approximately 15 to 20 minutes each day, five days per week, doing HIPPY activities focused on language development, problem-solving, and discrimination skills.

Contact: HIPPY USA

220 East 23rd Street, Suite 300

New York, NY 10010

(212) 532-7730

(888) 35-HIPPY

Fax: (212) 532-7899

www.c3pg.com/hippy.htm

Imagination Library

The Dollywood Foundation's Imagination Library promotes early learning by encouraging and enabling families to read together. Long committed to dropout prevention, the foundation has responded to research showing that investment in early childhood can build a strong foundation for school success.

Administered by singer and actress Dolly Parton, this innovative program provides free books to families in her home region in Tennessee. Each baby born in Sevier County receives a special locomotive bookcase and a copy of *The Little Engine that Could*. The child then receives a new book each month until he or she begins kindergarten at age 5, for a total library of 60 books. The program has distributed more than 100,000 books to 5,000 pre-kindergarten children.

The Imagination Express, a specially designed train, is driven by The Imagineer, who reads aloud and promotes reading at child care centers and community events throughout the Sevier County region.

Contact: Madeline Rogero, Executive Director

The Dollywood Foundation

1020 Dollywood Lane

Pigeon Forge, TN 37863

(423) 428-9606

www.dollywood.com/foundation/library.html

International Reading Association

The International Reading Association is an organization whose members include classroom teachers, administrators, parents, reading specialists, psychologists, and students. The association has more than 90,000 members in 99 countries, and the group issues more than 100 print and non-print publications. The association's professional journals include *The Reading Teacher*, *Reading Research Quarterly*, and *Reading Online*, an electronic literacy journal.

In addition to the energy that the association puts into published research, the group works to increase the level of literacy for people across the world through enthusiastic promotion of reading.

Contact: *International Reading Association*

Public Information Office

800 Barksdale Road

P.O. Box 8139

Newark, DE 19714-8139

(302) 731-1600

Fax: (302) 731-1057

pubinfo@reading.org

www.reading.org

Jumpstart

Jumpstart recruits college students to help children who are struggling in preschool. The mentors are paired for almost two years with 3- and 4-year-olds in Head Start or other programs for children living in poverty. The Jumpstart mentors work one-on-one with children to teach and reinforce basic academic and social skills.

Jumpstart forms partnerships with early childhood caregivers and involves families in their preschooler's development. The summer program provides an intensive preschool experience for young children during the two months before kindergarten.

Jumpstart serves children in Boston; New Haven, Connecticut; New York City; Washington, DC; Los Angeles; and San Francisco. The program aims to engage 1,000 college students as mentors to reach more than 12,000 children by the year 2000. Mentors may receive stipends or wages through AmeriCorps or the Federal Work-Study program.

Contact: *Jumpstart*

93 Summer Street, 2nd Floor

Boston, MA 02110

(617) 542-JUMP

Fax: (617) 542-2557

www.jstart.org

The National Center for Hearing Assessment and Management

Hearing loss is a significant risk factor for reading difficulties. The National Center for Hearing Assessment and Management (NCHAM) was established in 1995 at Utah State University to promote the earliest possible detection of hearing loss and the best possible techniques for assisting people with hearing loss.

With funding from federal, state, and private sources, the center conducts research, develops training materials, provides training and technical assistance, and disseminates information about early identification and management of hearing loss.

Only one in five newborns today is screened for hearing impairment. More than 500 hospitals offer these screenings, and five states operate universal hearing screening programs. NCHAM works to build momentum toward universal newborn hearing screening.

Contact: *Karl White*

NCHAM

Utah State University

2880 Old Main Hall

Logan, UT 84322

(435) 797-3584

Fax: (435) 797-1448

nchamhelp@coe.usu.edu

www.usu.edu/~ncham

Parents as Teachers

Parents as Teachers (PAT) is an international family education program for parents of children from birth through age 5. Parents learn to become their children's best teachers. Evaluations have shown that PAT children at age 3 have significantly enhanced language, problem-solving, and social development skills. PAT parents read more often to their children and stay involved in their children's education.

The program has four main components: 1) home visits by trained parent educators, 2) group meetings for parents to share successes, concerns, and strategies, 3) developmental screenings to determine early if a child needs assistance, and 4) families' connections with community resources, including lending libraries, diagnostic services, and help for children with special needs.

Contact: *Parents As Teachers National Center*

10176 Corporate Square Drive, Suite 230

St. Louis, MO 63132

(314) 432-4330

Fax: (314) 432-8963

www.patnc.org

Phi Theta Kappa

Phi Theta Kappa, the International Honor Society of the Two-Year College, has chosen the America Reads Challenge as its service project for 1998-2000. Phi Theta Kappa has thousands of chapters whose members are working in their communities to help all children learn to read. Phi Theta Kappa members serve as tutors, organize book drives, and raise funds for literacy organizations.

For example, Phi Theta Kappans at Tulsa Community College in Oklahoma created the Readers and Leaders series at a local elementary school. Tulsa's mayor, local celebrities, and athletes read children's stories to emphasize the role that reading had played in their successes. The speakers also donated the books to the school library.

Contact: *Jennifer Westbrook*

Director of Chapter Programs

Phi Theta Kappa Center for Excellence

1625 Eastover Drive

Jackson, MS 39211

(800) 946-9995, ext. 532

www.ptk.org/sprogram/amreads/amreads_intro.htm

Principals in Blue Ribbon Schools

Innovative principals across the nation are striving to raise reading achievement for all students in their schools. Some take a schoolwide approach by engaging non-teaching staff and teachers from other disciplines. Others are pairing children from different grades to read together. Many are reaching out to parents and the community to support young readers through extended learning time after school and in the home. Creative events and book challenges inspire students and motivate them to read more often. Here are some examples from award-winning Blue Ribbon Schools, compiled by the National Association of Elementary School Principals.

Schoolwide Focus: At an elementary school in Cape Coral, Florida, teachers, staff, parents, and peers all serve as reading "teachers." As a supplement to classroom instruction, school-wide activities build reading and writing skills in social studies, science, health, and mathematics. A principal in Washington, Pennsylvania, rescheduled a dozen Title I teachers to reduce class sizes for longer language arts sessions. Many schools are instituting schoolwide computer programs and other technology to aid, motivate, and monitor young readers.

Parents: At an elementary school in Boca Raton, Florida, parents support students in friendly competitions between teams to read the most books. Parents are coached to ask comprehension questions about each book before validating its completion, and the local newspaper publishes the pictures of top readers. School murals monitor team progress for all to see. Some schools hold Family Reading Nights each year, with vocabulary word bingo, musical chairs with phonics, computer reading games, and trea-

sure maps for reading comprehension.

Peers: Many schools, such as one in Shreveport, Louisiana, use a “book buddy” system, which pairs an older student with a younger child for extended reading time. This approach can build skills of *both* learners as it boosts their motivation to read. Another school in Talladega, Alabama, encourages older students to be “roving readers” by reading aloud before lower grade-level classes to earn certificates of accomplishment. These students build fluency and confidence as they model successful reading for younger pupils.

Community: Schools such as one in Springfield, Illinois, bring tutors into the school for supplemental reading and writing activities. Tutors may be trained through AmeriCorps, senior citizens groups, or colleges in the America Reads work-study program, among others. This approach connects the community at large with young learners who benefit from one-on-one attention to their reading progress. It also provides positive role models for pupils. Some schools, like one in Irmo, South Carolina, partner with the local library to engage elementary students in summer reading with the U.S. Department of Education’s free Read*Write*Now! kits.

Fun with Books: A school in Grove City, Pennsylvania, holds an annual event at Halloween, which motivates students to dress up as characters from favorite books and tour senior centers and nursing homes. Teachers also don costumes for this Literacy Parade, which is preceded by oral book reports that develop skills in comprehension and analysis. A Houston, Texas, school uses Scrabble games to build vocabulary. A Coventry, Rhode Island, school sponsors Reading Month, with a PTA book fair, picnic, presentations of children’s original books, and a challenge to choose books over TV. Other principals promise fun rewards for the whole school for exceeding book goals, such as a hot air balloon demonstration, ice cream parties, or seeing the principal eat lunch on the roof.

Contact: *National Association of Elementary School Principals*
Best Ideas for Reading from America’s Blue Ribbon Schools
 Corwin Press
 2455 Teller Road
 Thousand Oaks, CA 91320
 (805) 499-9774
 Fax: (800) 4-1-SCHOOL
www.corwinpress.com

Reach Out and Read

Developed at Boston City Hospital by Dr. Barry Zuckerman, Reach Out and Read is a national pediatric literacy program that trains pediatricians and volunteers to read aloud to children as part of their well-baby check-ups. The doctors also prescribe reading as essential to raising a healthy child from infancy through age 5.

At each check-up, the child is sent home with age-appropriate books, and parents are encouraged to develop the habit of reading with their children. This trailblazing program, with over 350 sites in 45 states, relies on funding from businesses and private foundations, in addition to book donations from publishing companies.

Contact: *Reach Out and Read*

Boston Medical Center

One Boston Medical Center Place

South Block High Rise, 5th Floor

Boston, MA 02118

(617) 414-5701

www.reachoutandread.org

Read Across America Day

The National Education Association unites millions of Americans through Read Across America Day on March 2, the birthday of beloved children's author Dr. Seuss. On this annual celebration of reading, all citizens are asked to read with a child.

On March 2, 1998, 1 million teachers, parents, and community leaders put on their *Cat in the Hat* hats and shared favorite stories with 10 million children, sending a crystal clear message that reading is important. The celebration in 1999 sounded an even louder rallying cry: all children will become good readers by the end of third grade. More than 20 million people participated, from sailors on the Navy's U.S.S. Saipan to the Tennessee principal who ate worms after his students read 10,000 books. Celebrities including Kirk Douglas, Shaquille O'Neal, Carly Simon, and Jamie Lee Curtis also donated time to read to children.

Contact: *National Education Association*

Read Across America Day

1201 16th Street, NW

Washington, DC 20036

(202) 822-SEUS

www.nea.org/readacross

Reading Is Fundamental (RIF)

Reading Is Fundamental (RIF) is the nation's largest nonprofit children's literacy organization, serving 3.5 million children annually at 17,000 locations. In recent years, RIF's volunteer corps has grown nearly 10 percent, to 240,000. RIF involves children in reading-related activities, encourages families to participate in their children's education, and enables children to select free books.

RIF partnered with Scholastic Inc. to donate 250,000 books to District of Columbia schoolchildren for summer 1999 reading. By 2000, RIF will have placed 200 million

books in the hands and homes of America's children.

Among its many innovative programs, RIF has a partnership with the Mississippi State Department of Health called Healthy Start/Smart Start. Rather than using candy or tote bags as incentives for immunizations of small children, state health clinics are distributing books. Every child who is immunized receives a free book, and any accompanying siblings are also offered a book. Volunteers read with patients and coach parents on the importance of reading. Up to 60,000 poor children could be reached annually.

Contact: *Margaret Monsour*

RIF Inc.

600 Maryland Avenue SW, Suite 600

Washington, DC 20024

(877) RIF-READ

www.rif.org

Reading Success Network

The Reading Success Network is a national network of schools actively pursuing schoolwide change to propel the reading achievement of every student. Schools join the network and identify a coach, who receives ongoing support, training, and materials, and participates in a Leadership Forum.

Coaches work with classroom teachers to provide powerful instruction in reading that allows all children to succeed, including those at risk of reading failure. Publications, a Web site, and a listserv support teachers, administrators, and parents at local Reading Success schools.

The Reading Success Network is operated by the U.S. Department of Education's Comprehensive Assistance Centers, a network of 15 regional centers designed to improve teaching and learning for all.

Based in California, the network is aligned with *Every Child a Reader*, the report of the California Reading Task Force, and *Teaching Reading*, the program advisory.

The network promotes:

- A comprehensive and balanced reading approach
- Continuous student monitoring and modification of instruction
- A proven and rigorous early intervention program
- Clear grade-level standards for student progress
- High-quality print and electronic instructional materials

- Reading as a priority of the school and community
- Continuous and ongoing staff development

Contact: *Janie Gates*

9300 Imperial Highway, Suite 299

Downey, CA 90242

(562) 922-6482

Henry Mothner

(562) 922-6343

<http://sccac.lacoe.edu/priorities/reading.html>

Rolling Readers

After noting the profound effects of reading aloud to his own son, the late Rolling Readers founder Robert Condon volunteered to read to children in a homeless shelter. Condon recognized how rewarding it was for both him and the children. A letter to Dear Abby on this experience increased dramatically the number of Rolling Readers throughout the country. Rolling Readers volunteers now read weekly to thousands of children and distribute books to at least three times per year. In 1997-98, 40,000 Rolling Readers served 250,000 children nationwide.

The Read Aloud program allows for collaboration between schools, local businesses, and community agencies. Volunteer Readers donate an hour each week to read to a classroom of children. Twice a year, each child in the program is given a complimentary, personalized copy of a quality children's book. In 1998, more than 300,000 books were distributed to disadvantaged children nationwide.

The Tutor USA Program recruits tutors, professionally trains them, and matches tutors with students. It strives to establish, develop, and practice effective one-on-one reading strategies. In partnership with school and community-based site coordinators, tutors form a focal team to enhance a child's learning capacity and comprehension of reading.

Contact: *Rolling Readers USA Headquarters*

P.O. Box 4827

San Diego, CA 92164-4827

(800) 390-READ

(619) 296-4095

Fax: (619) 296-4099

www.rollingreaders.org

Screen Actors Guild BookPALS

This organization tapped into its talent bank to bring the joy of reading to children in schools. The Screen Actors Guild Foundation's BookPALS (Performing Artists for Literacy in Schools) utilizes the talents of professional actors who volunteer to read aloud one day a week to children in public elementary schools.

Founded in Los Angeles in 1993 by former *Mission Impossible* television star Barbara Bain, BookPALS is reaching more than 35,000 children each week in more than 825 school classrooms in New York City, Los Angeles, San Francisco, Chicago, San Diego, Phoenix, Seattle, Minneapolis/St. Paul, Denver, Baltimore, Boston, Las Vegas, and Washington, DC.

Contact: *Marcia Smith, Executive Director, and
Ellen Nathan, National Director*

Screen Actors Guild Foundation BookPALS

5757 Wilshire Boulevard

Los Angeles, CA 90036-3600

(323) 549-6709

www.tc.umn.edu/~mcdo0300/

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